



The Catholic School Journal



A Monthly Magazine of Educational Topics and School Methods

For the Grades, High School and College.

27th Year of Publication.

THE NATION'S ANNUAL TRIBUTE TO ITS FIRST PRESIDENT

(Essay Appropriate for Reading to the Class in Civics)

WASHINGTON'S Birthday comes every year to remind us not merely of the greatness of Washington, but more particularly of the greatness of the ideals upon which our country was founded. George Washington is rightly numbered among the great men of all time. His fame is secure and will remain secure as long as our republic endures. For their names and their fames are inextricably interwoven.

On his birthday we pay a national tribute to the Father of his country. We recall his rare qualities of mind and heart, his indomitable courage, his superb generalship, his constructive statesmanship, his staunch patriotism, and his unselfish ambition. Whispered scandals about his private life resurrected by petty scribblers out of the refuse of history, may fill us with disgust and loathing that men can be so base and ignoble as thus to attempt to vilify a great name and cast unwarranted aspersions upon a spotless reputation, but they cannot dwarf the true estimate that the American people have formed of their first President. He still remains, first in war, first in peace, and first in the hearts of his countrymen.

Washington stands today upon a serene and lofty height. He gazes down upon us across the intervening years with an air of impenetrable reserve. As we study that majestic countenance, we seem to feel that he is watching us. The eyes, burning with the suppressed fire of patriotic fervor, appear ready to glow with commendation, or flame with condemnation, according as we conform to, or depart from the stern ideals of Americanism which he established for us.

Those ideals shine through the life and character of Washington, and are embodied in the state papers and letters that he has bequeathed as a precious legacy to us, his heirs and successors. To us too is entrusted the charge of passing on to those who will come after us these same ideals undimmed and untarnished.

There are tendencies asserting themselves today that if allowed to run their course, will draw us away from the fixed principles of democratic government upon which our institutions have been founded. The most obvious and the most sinister are the specious plea for further centralization of power in the federal government, and the invasion of personal liberty. Ultimately democracy will triumph over despotism. In the meanwhile we need to hold fast to what we have received from the generations of patriotic heroes of whom Washington was one of the first and certainly the greatest. If we are to remain a nation of liberty loving, laws abiding citizens, we must be guided by the ideals and principles that Washington so jealously guarded and so nobly exemplified.

Teaching the History of the United States in Catholic Schools

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Sister Mary Joseph was Supervisor of Schools of the Order of St. Dominic, Caldwell, N. J. The Baccalaureate was conferred on her by Sisters College of the Catholic University, and having specialized in History, she was awarded the degree of M.A. and Ph.D. by Fordham University. Sister Mary Joseph has taught history in the grades as well as in high school and novitiate classes and has given courses in methods of teaching history at Summer Schools.

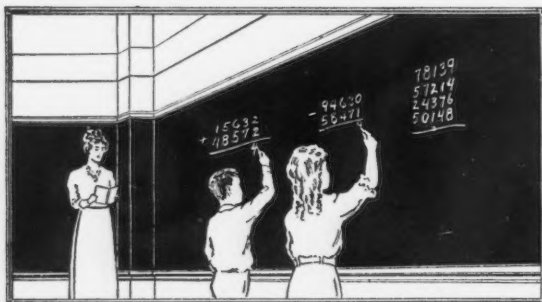
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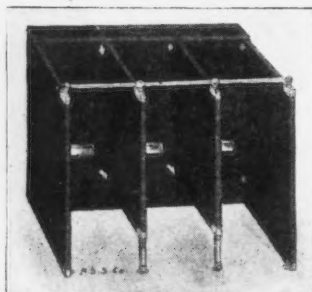
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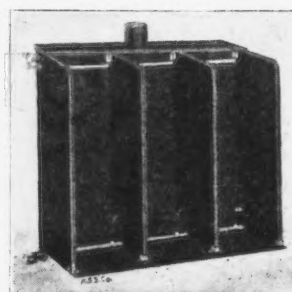
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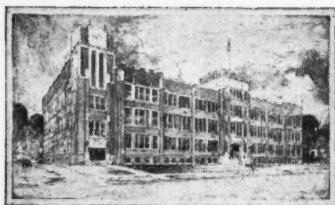
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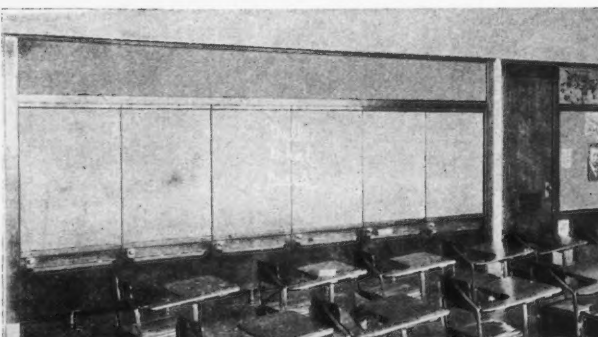
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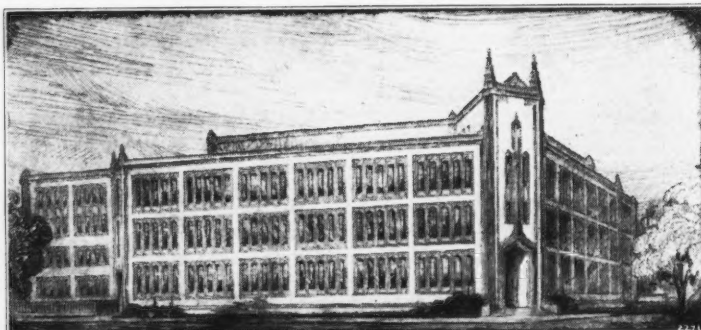
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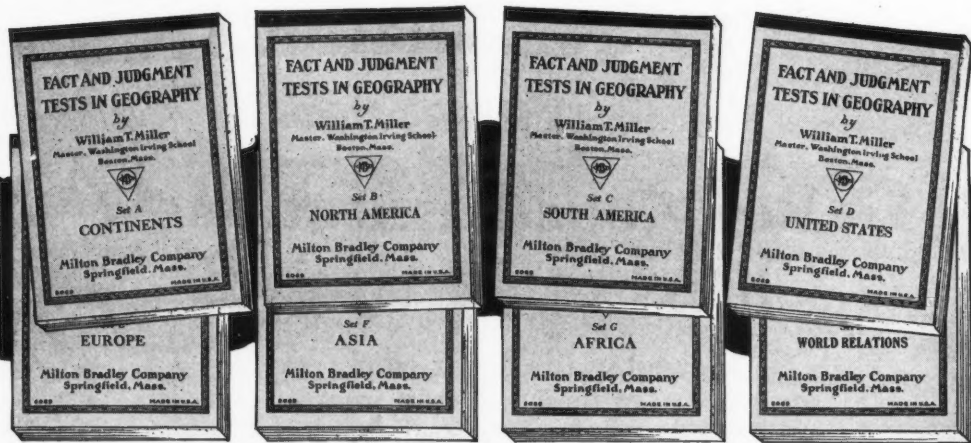
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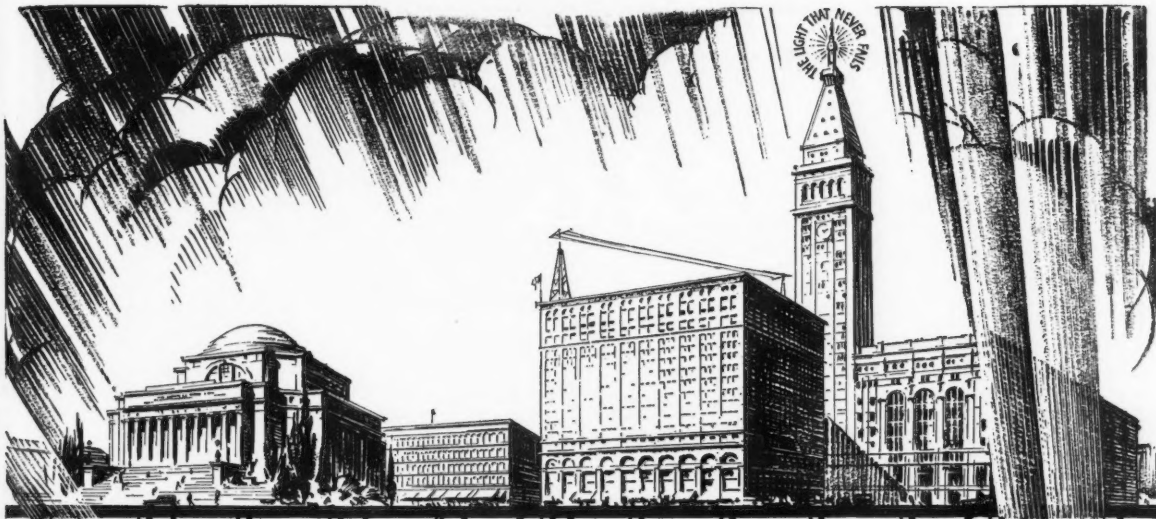


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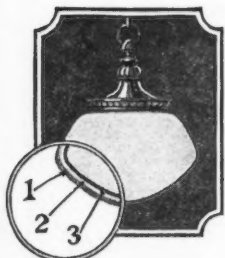
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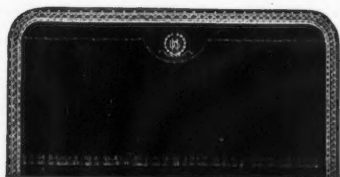
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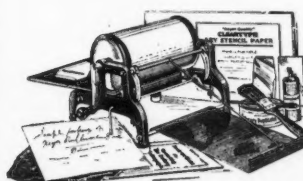
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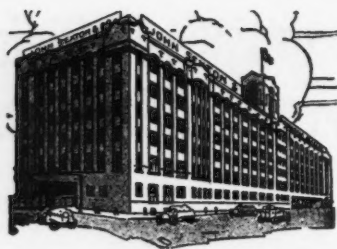
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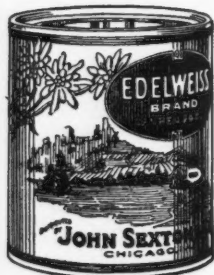
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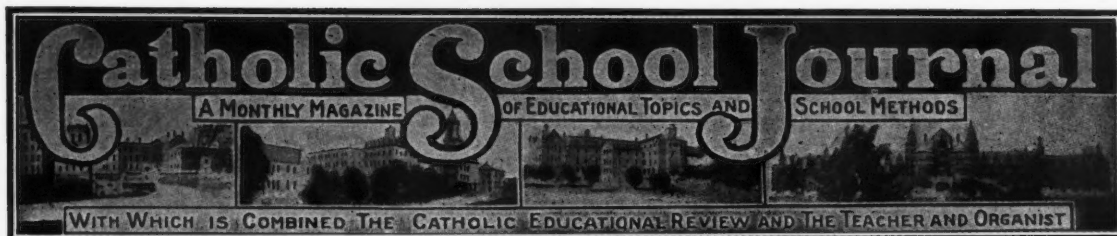
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Vol. XXVII, No. 9

MILWAUKEE, WIS., FEBRUARY, 1928

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Current Educational Notes

By "Leslie Stanton," (A Religious Teacher)

NEW METHODS CONTRASTED WITH OLD ONES.—Some of the changes in educational methods which have taken place since two generations ago formed the subject of an interesting address recently delivered before the Oakland Forum by John A. Hockett, lecturer in education at the University of California.

"Formerly", he observed, "the student was taught to read by familiarizing him in the first place with the letters of the alphabet; but careful analysis of eye-movements disclosed the fact that one does not break up each word into letters in the process of reading, but recognizes the word itself as a unit." The conclusion was reached that drilling beginners on the alphabet is a waste of time. Today the teacher of reading begins by training her young charges to recognize words, and instructs them in spelling as they begin to write.

In spelling also recent years have witnessed a radical change. Formerly students were taught to spell hundreds of words comparatively useless to them in daily life. The practice now is to confine the words in the spelling lesson to those in most frequent actual use. As for the notion that drill in spelling is a good in itself, it may be easily disposed of by asserting that drill on useful words is as beneficial as drill on words of rare occurrence and gives the learner the practical advantage of increased familiarity with the portion of the vocabulary which has practical significance in the world about him. In the matter of reading, it has come to be recognized that other aims than that of merely imparting ability to decipher the meaning of the printed page demand attention from the teacher. It is important that the student shall develop interest in reading and shall acquire appreciation of literature.

Particularly worthy of note is the realization of the benefits of socializing study which has arisen during the past few years. "In the old school, for one pupil to help another, was a misdemeanor; for one pupil to write a note to another was cause for punishment. In the new school every effort is made to have the pupils work together, communicate ideas and co-operate with each other." A classroom project will teach students through experience. Making a play city, constructing boats or toys, publishing a class magazine, all involve problems in history, English or grammar, reference work, mathematics.

Learning is easier under these new methods of instruction than it was in the days when it was ac-

companied by unnecessary drudgery and the emblem of pedagogy was the birch.

SUGGESTIONS FOR TEACHERS.—Recommendations for the improvement of teaching in the high schools of New York city have been made by the authorities after an inquiry which has consumed several months, and one of them is that "principals shall be advised to make clear to teachers and pupils that the learning process is without qualification the great work of the school." There are other cities than New York in which from time to time conditions arise that would seem to suggest the laying of emphasis on this important fact.

Another of the recommendations which will be interesting to teachers generally is the following:

"Urge principals and chairmen to experiment with open-book teaching and examinations, to the end that informational teaching may be lessened and that examinations which merely call for the reproduction of facts learned may be replaced by those that test the power of the pupil to apply to the solution of problems the knowledge he has gained—that test his power to use books, organize his evidence and reach a conclusion."

It is an old saying that "knowledge is power." Competent teachers everywhere are aware that the utilization of power is dependent on its application, and that education deserving of the name must develop in pupils capacity to apply the learning which forms the subject of their instruction—that mere parrot-like ability to repeat a formula is a very different thing from the mastery which enables students when thrown upon their own resources to make intelligent use of what they have been taught—or what they are supposed to be taught—at school.

It is a hopeful indication of serious purpose on the part of directors of education when they concentrate endeavor on the problem of making sure that children under their charge are gaining in the knowledge that is power. An examination that demonstrates nothing beyond retentive memory is far less satisfactory than one which supplies evidence of expanding intelligence.

THE STUDY OF SPANISH.—The American Association of Teachers of Spanish held a meeting in New York City during the closing week of last year, and listened to addresses by Ogden H. Hammond, American ambassador to Spain, and Alejandro Padillay Bell, Spanish ambassador to the United States, the latter expressing gratification at the extent to which Spanish is studied in this coun-

try at the present time, and the former declaring a knowledge of Spanish advantageous from a cultural as well as a business point of view.

To the increasing capacity of people in this country to speak and write in the language of Cervantes, Mr. Hammond attributed credit for the recent rapid increase of commerce between the United States and the eighty million inhabitants of Mexico, Central America and South America. He asserted that "we are in the full tide of a cultural renaissance in the United States which savors strongly of a Spanish background."

Students of modern languages, and especially students and teachers of Spanish, will be interested in the attention which language study is receiving, and in the prospect that this is not spasmodic, but induced by economic and cultural considerations likely to exercise an influence which will endure.

EDUCATION AND ATHLETICS.—Coaches for high schools and colleges are not as a rule informed as fully as they ought to be on the subjects of physiology and hygiene, and this is the reason why the athletic stars of American educational institutions often prove failures in later life. This opinion, very widely entertained, was voiced in strong language by Professor Allison W. Marsh, of Amherst College, at the annual meeting of the Society of Directors of Physical Education, held in New York during the Christmas holidays. The fact that he is president of the Society gives what he says on the subject a semblance of authority.

At the same gathering, Professor H. A. Scott, of the University of Oregon, suggested the teaching of gardening, camping, hiking and similar activities in college, and observed: "The greater the number of elements contained in physical education which are identical with those in adult life, the greater will be the degree of transfer of desirable recreation habits, and therefore the greater the usefulness of physical education."

What is spectacular and what is exciting is what heretofore has been most in favor with educational athletic staffs, but fashions have changed in other things, and some day fashions may change in this. It is unlikely that supervised hiking or supervised gardening would be responsible for heart disease, and certainly they could be easily arranged in such a way as not to detract from due attention to scholastic pursuits.

PANORAMIC HISTORY OF ART.—The General Education Board has decided in favor of the period plan of arrangement for the panorama of the history of art to be installed in the new art museum on the parkway at Philadelphia, contingently upon the subscription of the considerable sum required to finance the undertaking.

The project, which has aroused interest throughout the country, contemplates the display in a series of rooms on the main floor of masterpieces from the beginning of the Christian era to the present day, all in the environment of their respective periods. Tapestries, silver and gold ornaments and ceramics will surround and interpret the paintings, giving in each room the complete picture of a period. There will be a second section for the grouping of textiles, metal works, ceramics and other art objects where

they may be handled and studied by manufacturers and industrial workers as well as by students of art in general.

The General Education Board has made a conditional gift of \$350,000 to be paid on the raising of \$650,000 by public subscriptions, and the enterprise has secured the co-operation of the trustees of the University of Pennsylvania. It is expected that an endowment fund of \$1,500,000 will be forthcoming from residents of Philadelphia.

One reason why the period plan of arrangement has been chosen, it is explained, is that this affords the best method of avoiding the fatigue and confusion inevitable when the average visitor to a huge collection of art wanders haphazardly from one unrelated object to another. For the purposes of students of art, the arrangement will be recognized as ideal.

A NEW INSTRUCTIONAL DEVICE.—The planetarium is the name of a new instructional device which has been installed in several cities of Germany and is said to have won approval in England. It is briefly described as an optical machine which projects representations of stellar phenomena upon the ceiling of a dome-shaped theater.

The representation of the firmament which is made in this display shows the stars from those of the first magnitude down to those of the sixth—4,500 in all. Special arrangements are provided for the exhibition of sectional displays, such as the planets in their courses, the phases of the moon, eclipses, etc. The different relative positions of the earth in each of the seasons of the year can be easily reproduced; also the precession of the equinoxes. The whole chart of the heavens can be projected as it appeared at any given time in history. Last Christmas, it was announced, the planetariums in Germany would be made to exhibit the conjunction of the stars at the time of the birth of Christ.

A revival of interest in the study of astronomy is said to have taken place in Germany of late, and grown people as well as children are among the spectators at demonstrations by means of the planetarium.

PROBABLY A HOPELESS ATTEMPT.—When the great emperor Charles, beguiling his retirement, found that no efforts at regulation would make all the clocks in his famous collection keep the same time, he reflected that princes striving to compel all their subjects to think alike were engaged in an equally futile attempt. The historic anecdote is recalled by an undertaking now in progress in Great Britain, which has for its object uniformity in the pronunciation of English words.

It seems as long as a year ago that announcement was made of the appointment by the British Broadcasting Association of an advisory committee on spoken English. George Bernard Shaw is one of the six members of this committee, and its chairman is Dr. Bridges, the poet laureate. On the assumption that the listening public has come to look to radio for a standard of pronunciation, the committee was charged to settle all disputes.

To comprehend the point of view of the broadcasting authorities is by no means difficult. They do not wish one announcer to call "iodine" "iodyne" and another to call it "iodeen." So they refer to the committee which, after due deliberation says it is "iodyne." Then there is "combatant." The committee says it is "cumbatant;" in "organization," the committee declares, the accent is on the fourth syllable, and so on. Asked for the pronunciation of "ensemble," the committee replied that approximately it is "onsomble," but here the members themselves were in disagreement, the chairman refusing to sanction the ruling of the majority.

If six men, appointed under the circumstances which have brought about the existence of this committee cannot concur, how is it to be expected that there will be concurrence on the part of the whole English-speaking public?

The Psychology of Adolescence

Katharine McCarthy, M.A., Ph.D.

IF ONE were to be asked what science occupies the central place in the field of interest today, one would unhesitatingly say, "Psychology". Formerly almost circumscribed by the ranks of clerics and churchmen generally; later, in a modified form, including educators also in its clientèle; at present psychology embraces in its bonds of extended interest every reading American.

Modern psychology has had a very curious history. It is an outgrowth of two interests: the first an older subject which gave modern psychology its name; the second, physiology. The older study is essentially philosophical in its content, and it still remains an integral part of any philosophical course; the word, psychology, historically, means soul-study. In its current connotation it has been given various meanings. To one school it is a study of behavior; to another it is a study of consciousness. It matters little which meaning we adopt in our discussion, since much will depend upon whether we approach the subject objectively or subjectively. But presiding over and unifying both behavior and consciousness is that spiritual entity—the soul, without which, of course, neither behavior nor consciousness could exist.

If we adopt the definition of psychology formulated by the behaviorists, we will at once realize that certain types of behavior are inherited; certain types are acquired. But most forms of behavior, whether inherited or acquired, rest upon an instinctive basis. We might define instinct as a tendency to act in a characteristic way in the presence of certain objects in the environment. An instinct is an inherited pathway. It has been compared to an alarm clock, an instrument set to go off in the presence of the appropriate stimulus. In the case of the instinct, the mode of response, when unmodified, is common to the whole human race. Instincts, however, are capable of profound modification. Besides, they differ very widely in their strength or impelling force, and this very difference is a matter of individual inheritance. To find girls emotionally at different levels is just as natural as to find girls with different color of hair or eyes. Girls should no more be criticized unkindly for a high level of emotional instinct than for blue or brown eyes.

Instincts have been variously classified. The three most common groupings are: first, the individualistic instincts; second, the parental; and third, the group or social instincts. Under individualistic instincts we would class all those that have for their main purpose the advancement or the welfare of the ego or the self. The more common of these instincts are such as have to do with the nurture of the body, the so-called feeding instinct; the instinct which impels a person to defend himself when attacked, the fearing instinct. Under parental instinct, would logically be classed all those instincts which have to do with the production and care of offspring. To the third great class, the social instincts, belongs such instincts as are the impelling force in forming groups outside the family. In this class belong the instincts of ambition, of pride, of jealousy, of emulation. Some hold that the social instincts are but

a method of functioning of the parental instinct. We must admit that it is difficult to make a classification which will be mutually exclusive.

In our discussion, the instinct which will concern us most is the parental instinct. Let us preface our consideration with an evaluation of the instincts by Doctor Cooper: "The inherited instincts are the raw material from which the educational loom weaves its finished products. But they are more than passive raw material. They are active, dynamic, psychic forces which drive us through life. They are the primary inherited driving power in the human make-up." We have been told in the past, "Curb the instincts." Today we say, "Direct the instincts." Every instinct is God-given, hence good. The instincts, as we quoted above, are the driving power through life. But while the instincts are good, and while no impetus to effort would be conceivable which has not in last analysis an instinctive basis, yet, we must remember that the instincts must be directed by law, human and divine; by reason and by grace. The right to hold property is in accordance with the natural law, but the right to hold the property of another against his will is contrary to law, both human and divine. The tendency to satisfy hunger is instinctive, but the gratification of hunger by pilfering another person's goods is lawless. So the group of instincts which center round the propagation and preservation of the human race is God-given, consequently good, but these instincts need direction, guidance, often substitution.

It is the parental instinct which impels to home and home-making, to fatherhood and motherhood, to marital, parental and filial affection. It is largely at the root of all social and charitable activities, if these are considered from a purely human, unspiritualized standpoint. This group of instincts is by far the strongest group, impelling to all kinds of sacrifice, even death itself, in the attainment of their end or in the interests of the persons loved—husband, wife, children, etc. It is the theme of much that is beautiful in painting, sculpture, song and story. This group of instincts, misdirected or undirected, wrecks more lives physically and morally, at times mentally, than are wrecked by all other combined causes, not excluding war, pestilence, and famine.

Most instincts function at birth or soon after birth; the parental instinct is delayed in its functioning until about the age of thirteen or fourteen, the age of puberty. Before this time, boys and girls have been, functionally, children. After puberty, the period of adolescence sets in. Normally, the adolescent period lasts until about eighteen in girls and somewhat longer in the case of boys. This is due in part to the fact that the onset of adolescence is delayed about a year in the case of boys. Girls are physiologically one year more mature at twelve than are boys. In the case of girls and boys alike, the physiological development incident upon puberty produces profound changes both physically and emotionally. It is a pity that teacher and parent alike so often forget their own boyhood and girl-

hood. It is a pity that they do not interpret the restlessness and waywardness and at times apparent silliness of the boy or the girl as simply functioning of activities which have been released incident upon development, and which at times are as deep a mystery to the boy and girl as to any one else. Among the Esquimaux, marriage is contracted as early as nine or ten years of age. These Northern children mature early, and almost immediately they marry. In the temperate zone, maturity or puberty ordinarily precede marriage a matter of ten or twelve years. The custom of delaying marriage thus long seems to make for better individual and racial development as well as for better preparation for the duties and obligations of the homemaker. While socially this is an economic custom, psychologically it is not. It is, indeed during the years of yearly adolescence that many little crafts, setting out valiantly and with so much promise, are seriously damaged if not totally wrecked.

As puberty approaches, marked changes occur in both boy and girl, physical and emotional. In the child the ratio of the heart to the arteries in blood pressure is 25 to 20. As puberty approaches it gradually changes to about 140 to 50. The proportion of red blood corpuscles is greatly increased; the temperature of the body is increased slightly, owing to more rapid oxidation. There is a more rapid growth of association fibres in the brain; there is a change of voice and of features and a decidedly rapid growth in the entire body. On the emotional side the changes are no less marked. There is usually general restlessness and a tendency to rebel when restrained; there is a tendency to want to lead, to form gangs in the case of boys and cliques or coteries in the case of girls; there is, with all, a tendency to be dissatisfied with conditions as they exist and a disposition to want to reform the world, or failing in this, to build up a romantic, dream world into which the child often silently withdraws. As a balancing factor, the life of the child is apt to be greatly increased in activity.

The question arises, how shall the parent meet the change that has come about in his boy or his girl? In the first place it is well to remember that the boy and the girl are for the most part unaware of the cause of the marked change that has come about in their make-up. True they may have received sex instruction, but they do not attribute their restlessness, their general marked emotional reactions to maturity of development. The child has more or less gradually come into possession of a fund of apparently surplus energy. What is he to do with his surplus energy? The answer can be given in one word, a comparatively new one, sublimation. If we shut off an outlet, we will surely have an explosion or something worse. If we violently curb energy, we will have either a rebellious child, or what is worse, a neurotic or a psychotic child. Sublimation or substitution will provide a safe and useful method of transforming newly accumulated energy. Interest the boy and the girl in science, in hobbies, literature, art, commerce, construction, politics. Help them build up ideals. Above all, be good pals, and interest yourselves in your children's activities. Athletics, games, dancing (not too frequent, and supervised) should not only be permitted, but encouraged. Of course there will

be the beginning of attraction for the opposite sex, and how shall this be met? Let the son and daughter, or, better, you, invite friends and companions and embryo lovers to your home, and let them be entertained under supervision which is more real than apparent. If there are to be parties, let father or mother make up one of the party. If father is at the wheel of the car, no harm will be done, and the son or daughter will accept this kind of chaperonage provided it be tactful. It is well to remember that these early attractions are not lasting, but they form a very useful stage in the development of permanent attachments, which it is more advisable not to form until after both boy and girl are some years older. It is serious love affair, however, for the embryo lovers and the affair should not be laughed at in the home. It is real and serious to the boy, even if the parents are conscious of the fact that it is only a very transient affair.

The problems of adolescence are vastly more complex than they were a quarter of a century ago. Increase in the number of high schools and colleges, where for the most part co-education is the rule, is one large factor. America is practically the only country in which co-education dominates. Co-education was exclusively an American custom in pre-war days. When secondary schools and colleges were small, and when the school population came from the immediate neighborhood, it was possible for social ostracism to be meted out speedily to an offender, since it would be morally impossible for his misdemeanor to be long unknown. Public opinion was effective for the most part in keeping boys and girls well within the moral code. In a small community social ostracism was sure to follow any marked moral breach. Public opinion is based primarily upon moral law, but it is also in large part modified by custom. But customs are built up by small habits gradually accumulating. Yielding to conventions, slight though they be, tends to form a habit of yielding. Habits, or nerve-set, are very hard to change. We all know how difficult it is to change so apparently simple a thing as a faulty habit of speech or dress. Now, we are fast breaking down many conventions. For good or ill, women do almost anything men do today. Where this will lead the youth of another generation it is difficult to predict.

(To be Concluded in March Issue)

For Classes in Geography

Teachers of geography will be interested in a pamphlet by J. Russell Smith, professor of economic geography in Columbia University, which has been published for free distribution by the John C. Winston Company, 1006-1016 Arch Street, Philadelphia. It contains two admirably written articles on the desolation wrought by the late flood in the Mississippi, together with accompanying maps and a number of graphic illustrations. Under the headings "Plan or Perish" and "Wealth from Mississippi Mud," Mr. Smith presents data which may be relied upon to fire the imaginations of geography classes and start them to working with a will upon what for all Americans promises to be one of the great problems of the nation for some time to come. Other peoples in different parts of the world have had problems in geography which they have grappled and solved, with important results—as for instance, the Hollanders, who rescued their country from the waters of the ocean. Mr. Smith describes not only what may be done to solve the flood problem in the valley of the Mississippi, but also what has been done to insure the fertility of the valley of the Nile, and what was done to render productive the now arid wastes that early in history supported a teeming population in the valley of the Euphrates. The publishers announce that copies of this pamphlet will be supplied upon request to geography teachers till the edition is exhausted.

Lasting Habits, Attitudes, Practices and the Affective Results of Religious Instruction

By Rev. J. M. Wolfe, S.T.D., Ph.D.

WHAT makes training last? What makes instruction last? What were the antecedents in the previous life of the one who continues to use the capacities in the manner in which the home and the school developed them?

The same questioning may be put into another form: What do children remember? What do they tend to conserve in the growth of their personality for the after advances of their lives?

The answers to such questions as these have a practical value for the teacher and those others, who are concerned about the structure of the curriculum, courses of study, and the methods to be used in the school room procedure. In fact they enlist the interest of all who are seriously thinking about life and education.

While a great importance is attached to the problem as affecting the general character of adult life, it has a still greater significance when related to its moral, spiritual and religious character.

In that aspect of the problem it may very well be asked: What does the child tend to remember of the whole content of religious instruction in the after years when spiritual guidance and moral restraint are so necessary? What does he tend to practice? What really affects his conduct and character? or What does he tend to forget? What does he leave behind or keep in the salvage when he discontinues, as is often and sadly the case, the holy practices of youth?

There are admittedly in human nature laws which determine the answers to these questions. There are laws according to which the child responds to the content of the curriculum which is presented to him in his school texts, oral instruction, and the discipline of the school room, at the several levels of his school life and mental growth.

There are also laws which factor in the determination of the types of responses that the child will give to the various modes by which the content is presented to him. There are likewise laws affecting the imagination and memory processes which govern the mind in regard to the materials which shall be continuously recalled and used in life.

Whatever is recalled and used of the vast amount of information, disciplines, and activities, naturally affects the personality, and the individualizing character traits of every adult. Character is fashioned out of these dominant controls, which continually surge to the fore, consciously or unconsciously, in the activities and attitudes of the individual adult.

Some knowledge of the laws which enter into the above implications should naturally interest the Christian educator. To the educator the defects in adult character are evidence of a defective current in the previous training. To him it is evident that the desirable elements in the curriculum and the moral tenor of the discipline did not carry over with sufficient impact in the moulding of life's attitudes and conduct.

To solve such questions and problems with the summary dismissal in that the training in all was of a sufficiently high level of validity, and that the individual weakness and the inroads of temptation disfigured, impaired, or annulled the forces for good that a fairly correct educational procedure set free, is easy indeed but not scientific. The *a priori* character of such a solution will not quickly lead to an improvement of educational programs, nor may it be considered an adequate charity to the young of succeeding generations.

In observing the breaks in adult character and life, and the concurrent ethical and moral traits, one is naturally suspicious of the background and the antecedents that entered into their formation. Conversely too the teacher of the young should quite naturally look forward with a vision of and an interest in what will probably be the outcome of his work in developing the character of the young.

The one who looks forward may be conceived as having a strong charity while the one looking backward may be thought of as scientific in his viewpoint. That isolation would perhaps be true if it were possible in a practical way. It is not, however, for as a matter of fact, in mental phenomena the mind that looks forward also looks backward, and for that very reason. As a consequence the mind that is truly charitable, or which looks forward, is also truly scientific, because it looks backward to discover the facts which will inspire, instruct and guide an intelligent type of charity in its ventures into the future.

The factors that enter into the fashioning of character may be classified as follows: (a) inherited abilities, capacities, and tendencies; (b) the natural elements which the environment provides; (c) the manner in which these are brought to bear upon the growth of the young. In the Christian school there is incorporated with the above the influence of the grace of God working through the sacraments and prayer. The Catholic teacher has the resourcefulness of the supernatural to aid him in the culture of real character in his patrons.

The above factors may be put into a simpler and a more intimate form. In the setting they are: (a) the children with their individual differences; (b) the teacher motivated by a high supernatural end; and (c) the content, which includes the secular branches, and religion with the graces that come from its practice.

As far as the school is concerned these may be regarded as the factors that enter into the making of character in the young. In this discussion the writer has chosen only one aspect of the many problems that are related to the above factors. This problem is that of the teacher and the especially the manner in which she uses the materials of religious instruction to effect permanent and high class ethical, spiritual, and religious character traits or qualities of personality, as they are sometimes called.

The relationship of the problems and questions stated analytically above may be considered as follows: The children who are instructed by Christian teachers represent a great variety of individual differences. These may be reduced to categories which will be found on fairly uniform levels in every school room. The content at hand for the moral and religious training of these is the same for the teachers having similar categories of children. The results as shown by the adult life of the products of the schools are different.

These resultant differences may not assuredly be attributed to one factor alone. The school is only partially responsible for the character traits of the children who come under its discipline. Teachers do however influence the same type of child in a different way, and this difference alters the permanency of the spiritual and religious elements in the after life of the pupil. The continuance of the religious influence is due in a certain indefinable degree to the teacher's choice of materials and the modes of presentation.

Every school room situation that is provided produces a complexity of stimuli, which objectively affect the children alike. Subjectively, however, they affect them differently. These differences are partially due to the conditions of the senses which the children employ in receiving these stimuli caused by the situation. The subjective attitude in some is altered by the condition of their visual organs, and in others by their hearing, and in others still by the general condition of health of the entire organism.

The same content used in religious instruction may produce different effects. Some children attend in a listless way, others, while attentive, are not so on account of interest, but on account of moral persuasion, which controls their general conduct. The general effects on the recitation processes may even be very much the same. The effects of the religious instruction and situations in the school room, may strike a fair level of supposed excellence, yet at the same time the lesson may be easily forgotten, —the influence on the daily conduct of the children may be almost nothing, and consequently there is little or no permanency to the influence of the entire activity.

At the same time the teacher or instructor may take the whole matter as a satisfactory piece of work, and trust to time and the grace of God to do the rest. If character and right conduct do not come forth and avail in the varying circumstances of after life, the sinister results may be considered due to the weakness in human nature, and the perverting surroundings of life which are unfortunately amply provided. What is due to weakness, however, and misleading adventures must be rated as present more or less in every life, but the degree of resistance varies in keeping with laws which the culture of character must regard and through which it produces results.

Moral and religious character can be produced which does offer a greater resistance to harmful influences in some than in others. It is true also that a type of instruction that is adapted to the strengthening of character, and the production of permanent character, will provide such resistance.

All instruction does not accomplish that, as is ap-

parent from the results in active life. There is not the same transforming force in all, and very much of it has little or no permanency. It is true of reading instruction as well as of moral instruction. Too many discontinue the use of the cultivated capacities for getting thought from the printed page, and that after twelve years of continuous discipline in schools regarded as fairly good. The abilities to enter into such an activity were fairly well cultivated as far as the mechanisms are concerned, but the subjective condition of mental life was not so affected as to create a desire for active continuance in the use of such abilities. It is just as apparent in the use of the moral powers which have been brought to a high degree of outer performance, but the inner urge for excellence in after life remains untouched.

To effect changes that are likely to be lasting in the growth of the child should, however, govern the ultimate aim of the Christian teacher. To accomplish this the instruction should plan to produce changes, as far as possible, discernible daily. Change here does not mean merely an improvement on the part of the child or group to acquire knowledge from the instruction, which may be seen in the better responses and examinations.

These indeed are a guide, but in conjunction only with some ulterior phases resulting from the work. The important elements of change are in the attitudes, habits, conduct, and character, in the light of the kind of character required to withstand future attacks upon it in the world of the present.

Every instruction can produce two results. It can increase knowledge, and through it can modify character. Every instruction can give a mental experience by giving a new impression. It can also give that impression in a way to change the very expression of the child or the entire group.

Modifications in instruction that change the expression of the child give more than a mere mental experience. They give experiences in a certain way which alters the use which the child makes of that experience and of all past experiences.

Modifications of that kind touch the affective side of mental, moral, spiritual and religious life. This phase of mental life is usually called feeling. It is more than knowledge, for knowledge is the change produced by the mind's reaction to the objective world, by which the mind is informed. Feeling, however, is the reaction of the mind to its own activity, and informs the mind regarding its own condition.

A category of mistakes is made in regard to these two phases of mental life. Many instructors hold to an indiscriminating opinion that in religion it is a question of what the child should learn, and not a question of his feelings, the laws of which God Himself set deep into human nature. If changes are made to suit the child, then all religion will have to be changed.

Others hold that instruction which consults the feelings of the child is likely to select the easy things in a course of studies, and that as a result the instruction itself will be vitiating, and not conducive to the upbuilding of sterling virtues, and strong Christian manhood and womanhood. Many other opinions and methods which disregard the

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The Teaching of First Year Latin

By Sister Cecilia Gertrude, S.C., Ph.D.

THE teacher who introduces a class to a subject has no easy task, for unless a good foundation is laid, all that follows will prove unsatisfactory and the subject will soon be distasteful. If the course is one which forms part of the curriculum in the higher classes, the duty of the teacher is especially serious. Latin, begun in the first year high school, is generally carried through the four years. If the pupils are not well-grounded in forms and can not easily recognize the cases, moods, and tenses of the words which form part of their text, even simple translation becomes actual drudgery, and the pupil leaves the second Latin class with the firm conviction that the language is impossible.

Intimate acquaintance with forms can be secured only by systematic class drill and by ingenious devices during individual recitations. Drill demands energy, resourcefulness, ingenuity, patience, and is carefully avoided by the teacher who goes through her work in a perfunctory manner, who conducts a recitation in a lifeless, humdrum fashion, and concludes the lesson with "Take the next declension." By no means should the greater part of a period be devoted to drill, but it should form some small part of the recitation period. The pupils should, of course, have home work assigned and should bring to class the assured result of serious study. After they have made some acquaintance with the language, easy translation may form part of their class work, but before they can enjoy translation, they must be able to recognize with some ease the forms of the words which they are translating into the vernacular. A little drill on the daily work and some drill at specified times on work already learned, will help much to advance the pupils, and will lighten not only their labor, but that of the hard-worked teacher.

In teaching declensions, have the case endings repeated by individual pupils, calling upon them indiscriminately from different parts of the room. In the same way have the singular of the declension said several times and in like manner the plural, using different words in each case. Then have a list of nominatives written on the board and call rapidly on some members of the class to decline them in full. Next ask questions such as the following: "What is the Latin for 'of farmers;' 'to the island;' 'girls' as object; as subject?" and so on. Reverse the process: "What is the English for *puellis, agricola, oris*?" etc. Then the form may be given and the pupil asked for the corresponding number and case, and again the teacher may give the number and case and ask for the corresponding form, e. g. "What is the genitive plural of *Roma*; the dative plural of *causa*; the accusative singular of *nauta*?" etc. Finally send to the board as many pupils as the board space will accommodate, have them divide the board by vertical lines, and in these spaces have them write the singular and plural of words belonging to the declension under discussion. This work may be done on the board while the teacher is still questioning individual members of the class, and may, when it is finished, be subject to class criticism. This method of dealing with

declensions generally arouses and stimulates interest and is a real memory help. A similar method may be used with conjugations. Deal with conjugations by tenses, then by moods. In teaching the passive, have the terminations of the active said first, then the terminations of the passive, showing how closely they are related: e. g. *o, as, at, amus, atis, ant; or aris, atur, amur, amini, antur*. In teaching declensions, work on terminations so that through these the pupil may recognize cases, tenses, and moods.

A great help for beginners is a Latin chart, which can be bought, or which can be made of sheets of stiff paper. This chart is about 36 inches by 24 inches, and in appearance is similar to the reading charts used in primary classes. On these sheets are the paradigms of the declensions and conjugations, the elementary rules of syntax, etc. Extra sheets could be added at the option of the teacher. This chart can be used to great advantage either for daily work or for review. When the teacher is reviewing a certain declension, if the page of the chart corresponding to that declension be kept turned towards the class, the constant repetition by word with this additional assistance will help both pupil and teacher.

Every new word, sentence, and rule should be written distinctly on the blackboard. A good device for securing a vocabulary is to procure white "perception cards" or pieces of cardboard and write on one side a Latin word and on other side an English word, selecting the words which occur in the vocabularies of the text book. Hold this pack of cards before the class, having for example the Latin words facing the pupils. Have the latter say in concert or individually the English equivalent, while the teacher rapidly draws away one card at a time and places it at the back of the pack. Then the pack can be reversed and the pupils can give the Latin word as follows: *rosa, ae*, a feminine noun of the first declension meaning *rose*.

Latin grammar should grow out of English grammar. Before beginning Latin the pupil should be able to parse fairly well and should be familiar with the relations of English clauses. When a class starts Latin—well equipped with a knowledge of the grammar of their own tongue, a comparison of grammatical points can be readily made, and waste of valuable time can be avoided. Such pupils take a more rapid and intelligent progress in Latin and obtain considerable mind discipline by the contrast of Latin and English. When a class lacks the necessary knowledge of English grammar, the teacher, to secure good work, will have to precede points of Latin grammar by an explanation of English grammar.

Oral composition and written work on the blackboard should form part of every lesson. Give the pupils *est* and *sunt* and *non* and after a few days they can form sentences by the aid of the words already learned. A Jesuit Father has compiled a valuable little book "A Guide to Latin Conversation" published by John Murphy, Baltimore, which can probably be obtained in a Catholic book store. Be-

sides choice quotations from Latin authors, this book contains proverbs and colloquial expressions which could be written on the board, one every day, and could be used between teacher and pupils, or among the pupils themselves. If possible, have the "Our Father," the "Hail Mary," the "Creed," and the "Confiteor" typed in Latin and distributed among the members of the class. Have the "Pater Noster" said daily at the beginning of the recitation period, adding the other prayers as the pupils grow familiar with the words.

Into the receptive mind of the child is poured fact after fact, one piece of information after another. Especially retentive minds easily hold the greater part of these intellectual treasures, but the normal mind even when memory is quick, does not always retain the result of daily work. Good teaching is "suggestive," that is, into memory's wall are driven "pegs" on which the young learner may "hang" newly-gained information. A few such "pegs" as the following may prove useful:

VERBS. There are four parts to a Latin verb and three active infinitives. One infinitive is found in the parts, and the other two are formed from the third and fourth parts respectively:

perfect infinitive—*dedi*
present infinitive—*dare*
perfect participle—*datus*
present infinitive—*dare*
perfect infinitive—*dedisse*
future infinitive—*daturus esse*

Of these three infinitives, the first and second are not capable of inflection; the third is declined like *bonus*. The perfect and future passive infinitives are formed from the perfect passive participle as *datus esse* and *datum iri*, *datus* agreeing with the word which it governs, *datum* never changing its form.

With one exception, the present passive infinitive is formed by changing the *ere* of the active form to *eri*, the exception being the third conjugation where *ere* is changed to *i* only:

rogare *rogare*
monere *moneri*
regere *regi*
audire *audiri*

The active imperative of any conjugation is the active infinitive of that conjugation without *re*, and the passive imperative of any conjugation is exactly the same as the active infinitive of that conjugation:

active infinitive	active infinitive
<i>rogare</i>	<i>rogare</i>
<i>monere</i>	<i>monere</i>
<i>regere</i>	<i>regere</i>
<i>audire</i>	<i>audire</i>
active imperative	passive imperative
<i>rega</i>	<i>rogare</i>
<i>mone</i>	<i>monere</i>
<i>rege</i>	<i>regere</i>
<i>audi</i>	<i>audire</i>

The imperfect subjunctive, active and passive, of all verbs contains the active infinitive of that verb:

<i>rogarem</i>	<i>monerem</i>	<i>regerem</i>	<i>audirem</i>
<i>rogares</i>	<i>moneres</i>	<i>regeres</i>	<i>audires</i>
<i>rogaret</i>	<i>moneret</i>	<i>regeret</i>	<i>audiret</i>
<i>rogaremus</i>	<i>moneremus</i>	<i>regeremus</i>	<i>audiremus</i>
<i>rogaretis</i>	<i>moneretis</i>	<i>regeretis</i>	<i>audiretis</i>
<i>rogarent</i>	<i>monerent</i>	<i>regerent</i>	<i>audirent</i>

This will hold even with irregular verbs and also with deponent verbs, if with the latter we consider the infinite form as active: *ferrem*, *caperem*, *essem*, *conarer*, *uterer*. As this tense in the subjunctive mood is so frequently used, it is well to have so easy a means of recognizing it.

(To be Concluded in March Issue)

EXPRESSION—AN EDUCATIVE FACTOR

Emotional Nature Developed

By Sister M. Bernita Martin, O.M., M.A.

THE psychological basis for including in the curriculum of college and high school a course in Dramatic Expression, we have discussed in our first article. In that which followed we considered the pedagogical truth which recognizes in the pupil a three-fold nature: mental, emotional, and vital. We saw that each has much to gain through training in Dramatic Expression; how the mental nature of the child is developed we considered, also. It shall now be our purpose to inquire in what ways the emotional nature is benefited by Oral Expression through dramatic action. The emotional nature of man is that part of his being by which his affections or passions are manifested. Through it he loves or hates, is sympathetic or bears antipathy, is loyal to his concepts of truth and duty, or violates law, order, and morality. The emotional nature is presided over by the soul, the cultivation of which is the aim of all spiritual education. Aristotle says the function of the drama is to stimulate the emotions, and, through the proper exercise of pity and of fear, to purify them. The fallacy of educating on the assumption that man needs only to know, needs only to have his intellect trained, is every day becoming more patent and more alarming to the American mind. The cry of educators through the length and breadth of our land today is: Give our youth the training of the heart as well as that of the mind. Train their passions, to make of them instruments of good, not engines of destruction. The use of dramatic literature has something to contribute to this rehabilitation. The emotional nature of the child, as of his elders, is developed by religion and by the fine arts. Literature is one of the fine arts and dramatic literature is especially calculated to provide this outlet for the emotions. Freeland says:

"There is purification in proper emotional expression, and when children have opportunity for such, they are likely to be more wholesome in their reaction toward the mechanical side of school work and in their lives outside of school."

One may see this illustrated in the school life about him. Two schools are conducted in the same city, with the school population drawn from the same classes of society, with similar backgrounds of culture and social life outside of school. But the pupils of the two schools have not the same spirit. In the one, there is a restlessness, a resistance to authority, an aversion to co-operate in anything outside of personal interests, a total want of confidence between faculty and student body. In the other, a healthy, happy air of contentment pervades the school day: a fine spirit of understanding between teachers and pupils obtains; an energetic co-operation between faculty and students for the improvement of the school is in evidence. Why the difference? Among several causes, it seems to observers that an important one is the absence of a proper outlet for the emotional life of the students. We are not so sanguine as to believe that a course in Expression in the first school would prove the panacea for the unhappy condition. But it seems palpable that among

the needed reforms is provision for the training of the emotional nature of the children. Dramatic activity does furnish one such outlet. It relieves the strain of school life's routine.

It is a principle of the spiritual life that we make most rapid progress in virtue when we work in a spirit of joy. Oral Expression through dramatic activity is one means of creating that element of joy and happiness in the life of the child. This was the implication of a remark made by a beginner in high school when the students returned to class one morning after having presented a Gilbert and Sullivan comic opera in a very finished manner for the public. Hard, very hard, preserving effort had been put forth by faculty and students with very little sacrifice of school time. The faculty, at least, could breathe a sigh of deep contentment and relief that the strenuous days of training were over. But not so the students, as the freshman's remark showed: "Oh! I wish we were beginning all over again. It was such fun!" Nor did she speak alone. For many were the affirmations of her statement. The speaker referred to was no "star;" her appearance had been in a group of about twenty Japanese who differed not, one from the other. When asked why they regretted the play's being over others replied: "Oh! it kept things so interesting; something to look forward to all the time." Let it be said here that rehearsals were conducted with strictest discipline and with insistence on hearty co-operation from all. It proves that children are happiest when working in a glad spirit toward a worth while goal. Another example of the joy-giving power of concerted dramatic activity was evident at the close of the year. Two of the Juniors in the high school referred to above, had written a one-act play depicting the future of the Seniors, in which the former were to be the actors. Among them—all had parts—was one in particular who had suffered from self-consciousness throughout her school life, and had never had the courage or the opportunity to appear on the school stage. When she found the instructor insistent that she should do her part to help out—in truth the teacher but wanted to give her a chance to develop—she went at it with grave misgivings. However, the joyous attitude the girl developed toward school life in general was illuminating. The neighborhood was investigated by her, for the most acceptable puppy to enliven the scene; a niece's doll was brought to complete the needed properties of the play, and the girl in question added materially to her own happiness in the process. The group work gave her the support essential to the beginner who is over-timid; the act of impersonating another helped her to forget, and a spirit of gladness was carried over to the less attractive duties of her school life.

Daniel A. Lord, S.J., in his lovely, almost classic prose lyric "*Shall I be a Nun?*" draws the contrast between happiness and pleasure. Happiness is of the spirit largely; pleasure, of the senses. Have we not in the glad joyousness of interpretative action a very fountain-head of cultural enjoyment, that, spreading its waters abroad in human lives, builds rivers of gladness along whose banks the buds and blossoms of happy mirth waft cheer, and the verdant trees of strong delight cast their welcome far from the madding heat of strife and gain? Let

childhood days and days of youth be rich in all that makes for pure happiness, and the oases thus formed must prove sweet sources of living waters to quench the thirst that shall inevitably tug at the throat as now and then, in later years the boy and girl to maturity grown must make their way through desert spaces. Brother Leo, whose pen has added so much to the sum total of the gospel of happiness, says:

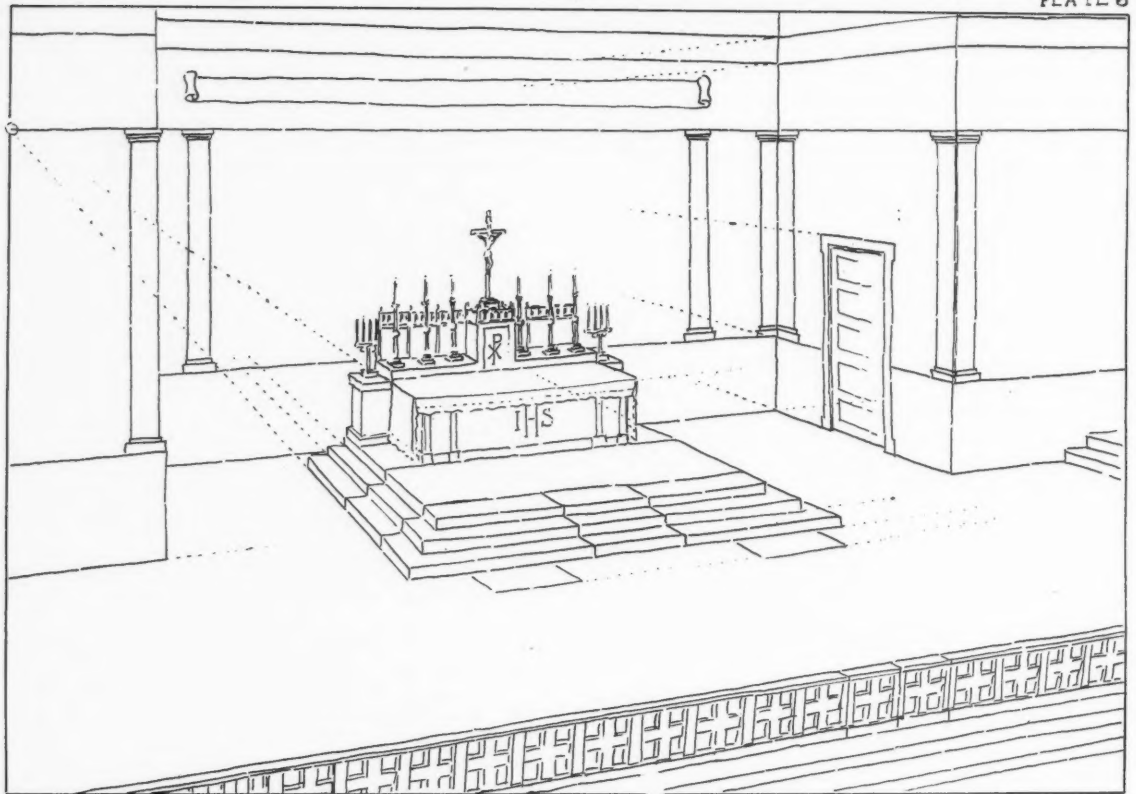
"Great literature plays upon our emotions of love and fear and admiration and gratitude and reverence and pity and joy. By **authentic** emotions we mean the feelings that pertain to our common humanity, that ring true to universal experiences."

Through dramatic activity we have at hand a fruitful incentive to the acquisition of that desire to become a real lover of literature. The mind, piloting the vessel, guides its passage to a gladsome end: the frank and faithful expression of the beautiful, through the medium of voice and gesture.

This love of the beautiful, the gift of the God of Beauty, is exercised through all the fine arts, which are necessarily personal, built upon ideas rather than facts, and deeply rooted in the feelings. The conviction that the future integrity of our loved America is largely contingent on the making of our youth spiritual-minded, is granted by all men of understanding and vision. **America**, unfortunately, connotes materialism. The things that minister to bodily comfort are becoming increasingly the possession of the many, rather than of the few. These fundamental necessities secured, we must go further; provide for the things of the spirit; develop in our boys and girls that true love for the beautiful that will do much to solve the problem of the proper use of leisure time to re-create the spirit and fill it with life anew. The appreciation of literature through dramatization is a means of awakening, fostering, and developing "the artistic faculties so dormant in American youth, yet so essential to American life."

In arousing the child to an appreciation of the beautiful, we do much, also, to warm the feelings of the heart, to broaden its human sympathies. Nay, even the truths and teachings of religion have much to gain by such correlation with dramatics. Perhaps to most devout persons the figure of the "little poor man of Assisi" brings up thoughts of penance, poverty, and pain. But such a picture is incomplete, for Francis was pre-eminently the apostle of dramatic activity, realizing, as Dr. James Walsh points out, its power to serve as the medium for religious training. The same energy of thought with which this mighty lover loved his God, enabled him to love the never-ending drama of life, that in setting, character, and action, was ever ready at hand for him who would but flash on the light, draw the curtains, and seat himself to see. Francis could do all this. Accordingly he was, as Gilbert Chesterton says: "A dramatist capable of enacting the whole of his play." In our own time, can we not see something of this appreciation of the dramatic in the simple child-nun of Lisieux as she merrily recounts in her classic autobiography the journey at dusk through the convent corridor with the aged and infirm religious, whom after some thrilling

(Continued on Page 428)



FREE PERSPECTIVE DRAWING

Suggestions for a Course

By Brother F. Cornelius, F.S.C., M.A.

PLATE 6. Views of rooms, halls, etc., known in art by the common name of "interiors," are often called for in pictorial work. Begin by drilling the students in such problems as are shown in Figures 5 and 6; the plan being given, the perspective is to be required. It is to be noted that the vanishing-point for the right wall is at the left, and for the left wall, at the right. Multiply and vary the problems. The pupils should be rapid in these drills and yet fairly neat. When the main lines in these problems are mastered, simple skeleton furnishings may be introduced—table, chairs, mantel-piece, pictures on walls, etc. To prepare for plate 6 it would be well to draw plate 3 in angular perspective, also one or more rooms of the pupils' school or homes. Plate 6 presents a view of a sanctuary such as would be obtained from a gallery situated to the fore and left of it. The horizon-line is therefore taken very high. It would be more profitable if the line at the top of the columns would not coincide with the horizon-line as it does in our plate; it would be better about half an inch lower. Choose left V at border; right V must be imagined about four feet to right of paper and due convergence of the proper lines must be well judged. Draw first the line that passes around the base of the walls; then the edges where the walls meet; then the details on the walls. Next the base-line around the lowest altar-step; then build up the steps. Next draw the body of the altar and then the tabernacle, retable, candlesticks, etc.; finally the altar-rail and steps. A due sense of proportion can be maintained throughout by assuming the width of the altar to be eight feet and making that a guide. For talented pupils who draw fast, problems may be given of other sanctuary arrangements, of a hall with stage, of store-interiors, etc., but the elements should all be rectangular.

PLATE 7 (see figure 7) represents a basic form, the triangular prism, in a variety of positions. Some of the figures are in parallel, some in angular, and one (at the upper left) in oblique perspective. First draw the rect-

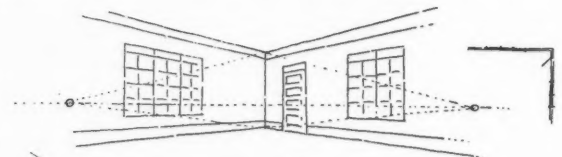


FIGURE 5

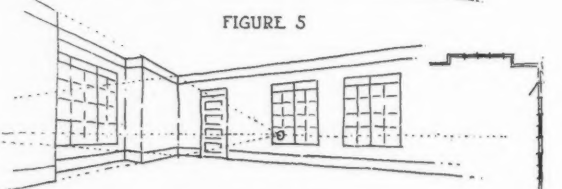


FIGURE 6

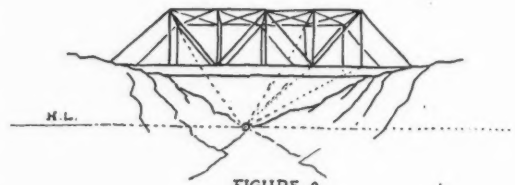


FIGURE 8

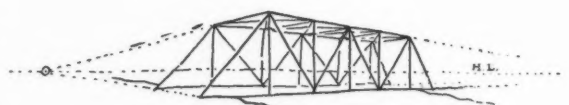


FIGURE 9

angular prisms and then inscribe the triangular. A good way to drill for this plate is to draw on the board one of the figures duly related to its horizon-line; then erase it and immediately require the class to draw the same on paper. After giving the necessary re-explanation etc., to those who need it, take up the next figure of the plate like the first, and so on. This is the imitation method. Those who grasp the matter and draw much faster than the others can be kept usefully busy by the variation method; i. e., by being given similar figures in varied positions, without the teacher's first drawing them.

It is poor teaching to put a finished plate before the class and set them simply to copy it. An ingenious teacher can see suggestions in the given plate for a great variety of problems and when he has led his class through them, he will get from each pupil a final plate that will be the pupil's own and different in arrangement from that of all the others. Multiplied and varied drills should be given in exercises applying the type-form; such as, the freight-shed, the cottage, tents of gablerooft form, etc. It would be well in connection with this plate to confine oneself to the mere skeleton-forms so that emphasis can be better laid on the principle in question.

PLATE 8. It is particularly important to begin this plate at the right point and then to follow a certain order in its progress. Draw first the rectangular body of the barn, prefer-

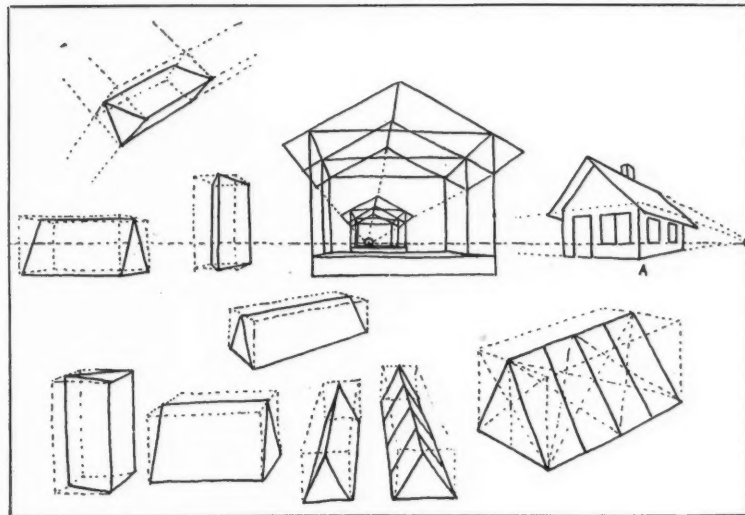


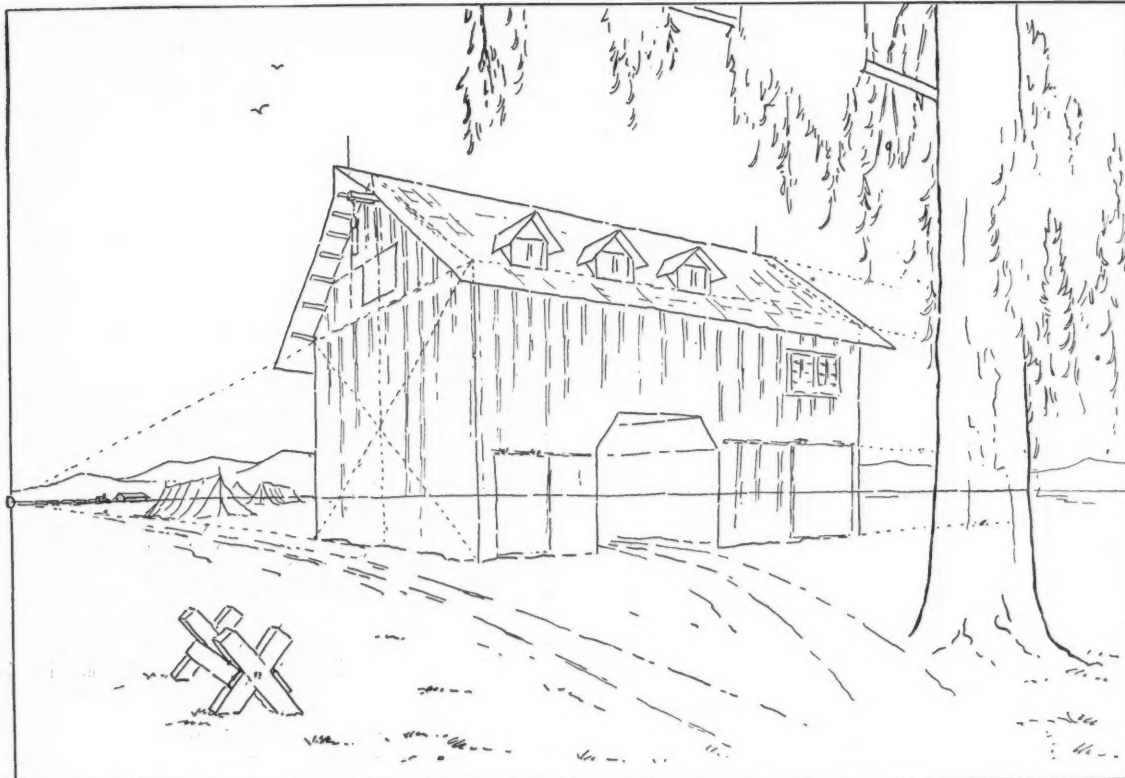
FIGURE 7

ably placing its base only a little below the horizon-line. Cross diagonals on the end-rectangles and at their intersection raise a vertical line in which, at the proper height, mark ridge-point of gable. Then draw the rectangular prism which forms the upper part of the barn and extend its slopes to complete the roof. The dormer-windows rise from the line where the side wall intersects the roof. To draw them correctly implies careful

thinking and forms a very useful and interesting study; this refers especially to the lines where the little dormer-roofs meet the main roof. The setting may, of course, be varied. If the pupils are not familiar with the eucalyptus tree, substitute a tree they know. But the tents and the distant freight-station give a story to the picture and are an application of the triangular prism; they should be re-

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PLATE 8



THE DIFFICULT TASK OF TEACHING

By Rev. Jerome D. Hannan

AKIN to the duties of parents are those which teachers must meet in caring for the charges that have been entrusted to them. The teacher takes the parents' place for the time the child is entrusted to him. If the parent must regard as his proper obligation the fostering of physical, mental, moral, and spiritual development in the child, so must the teacher. The difference between their obligation is principally one of time, though also one of degree. The parent's obligation covers a longer period, and is more binding, than the teacher's. It is more binding, because relationship of blood imposes an extra, or a more intense obligation, by reason of the virtue of piety, or love for one's kindred.

Yet the teacher can sin grievously in neglecting his duty towards the child he is expected to teach. There is a contract between himself and the child, in virtue of which he may give nothing less than his best efforts. And a teacher cannot give his best efforts to his pupils if he tries to teach unprepared. If he comes into the class room with the work of the day only vaguely in mind, the children will not profit much by that day's work. In order to teach, one must have his own ideas thoroughly and clearly in hand.

This lack of preparation may be the fault of insufficient training. Either the opportunity to learn the work was not at hand, (and this a rare occurrence), or the opportunity was neglected. A teacher who is only a page or two ahead of his pupils in the matter of mastering the work to be done, cannot hope to give the child the full understanding of the matter he should have. The teacher should know not only all that is in the given text-book, but much more that is in other text-books as well.

But even those who have a full understanding of the subject matter need a proximate preparation. One hardly ever knows a subject so well that he does not forget details. These details, while often only accidental, are usually necessary for a full and complete exposition of the subject. The teacher who neglects to review these details before going into his class room is doing an injustice to the pupils who must listen to him.

But it is not enough for a teacher to know what he is talking about, and to know it well and thoroughly. He must remember that he is not discussing it with his equals, but with pupils who must be taught. It is no rare thing to find a teacher who regards his work as a task, and goes about it mechanically, as a laborer would wheel a load of bricks. It is something that must be done to earn the daily livelihood. He is not worried about how much the pupils learn from his efforts to teach. A great deal of the lack of interest in school may be traced to teachers who do not stir themselves to create interest. They like to feed their instruction to their students, forcibly, as so much medicine. And students quite naturally revolt against such feeding. A bore is tiring at any time. You and I will turn the corner to avoid him. But how can the poor student avoid the bore in the teacher's chair? And that is just what some teachers are. They do not realize the sublimity of their calling. No subject is so dry or uninteresting that a little ingenuity cannot arouse the pupil's curiosity. If you put him on the alert, his perception is keen. If you drone on in a monotone, you hum him to sleep, and his perception is chloroformed.

A teacher should give his pupils the full time expected of him by his contract. Tardiness on the part of the teacher, aside from the fact that it encourages the pupils to be tardy, is actually an injustice, just as much of an injustice as it is for the workman to defraud his employer of his time. To devote class time to personal work is just as bad on the part of the teacher, as is the stenographer's writing letters on her employer's time, or the mechanic repairing personal property on his employer's time. The time for personal work, it seems hardly necessary to say, is outside of class hours, and not during the time when the pupils should be receiving the instruction that is due them by contract.

A teacher is expected to develop the pupil morally and spiritually. Religious instruction formally given is not enough. The whole school day is a day in a laboratory where the pupil observes and experiments with the religious principles inculcated theoretically during the religion hour or half-hour. You cannot teach the children to be

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TALKS WITH GRADE TEACHERS

By Sister Mary Louise Cuff, S.S.J., Ph.D.

Second Grade

LANGUAGE training in the first grade is entirely oral; and in the first semester of the second grade it should be mostly oral. At the beginning of the second semester, one-fifth of the time devoted to language training should be written.

If the teachers in the middle grades, and also those in the grammar grades have difficulty in the teaching of written composition to their pupils, the cause might be traced back to the second grade work where the written composition was first begun. If the teacher of the second grade does not instill into the hearts of these young children a love for reproducing in writing their little oral compositions and stories, then written composition will be up-hill work in the years that follow.

The tactful teacher, she who loves her work, can accomplish much for the children whom she is just starting out in the first steps of language training. Such a teacher can inspire even the child of five to do great things.

In the kindergarten, the children bring their toys and give talks on them. Some of the children may be so timid that they can say nothing. The teacher should allow a timid child to remain at his seat and just show his toy to the other children. He will soon become encouraged listening to the talks of the others, and in a short time will be able to take his place in front of the class and give his little talk. A timid girl of five may not be able to say more than, "This is my doll." A less timid child might say, "This is my doll. Her name is Jane." This is encouraging for the first child who gives only one sentence. A little natural-born talker, though only five, could talk about her doll for five minutes, "This is my doll. I named her Jane after myself. Santa Claus brought her to me. I found her on the Christmas tree. She was sitting in her little carriage. When I pulled her out, the carriage fell," etc. Such a child has an endless flow of ideas and words. She will encourage the more timid children to make advance. Some teachers make the mistake of permitting the more-gifted talkers to have most of the practice, and this at a cost of depriving the other children of their share of practice-talking. While these gifted talkers should be encouraged, not to talk more, but better, the more timid ones should be encouraged to tell of their pets and of their experiences; and they should have their share of practice-talking.

In the second semester of the second year the children are able to write pretty well, and they should be taught to write on the blackboard or on paper the little stories that they give orally.

The subjects for their oral compositions should be such as come in their own actual situations, subjects with which they are familiar, and in which they are interested. They should not be asked to write on anything which they have not talked about in class. The teacher should take the best sentences offered by the children and write them on the blackboard. When the little story is complete, it should be studied by the children as explained by the teacher. The next step is the reproducing by the pupils at the dictation of the teacher, after which the children will correct their own written composi-

tion from the model on the board. They should be trained to look their work over to see if all the words are there, then examine if the beginning word in each sentence starts with a capital, and if the sentence is closed with a period or a question mark. The words used in the sentences should have entered into the vocabulary of the children, and they should be familiar with the spelling of these words.

When the children have had sufficient practice in the formation of sentences to dictate to the teacher, and for their reproduction from the teacher's model, they should be encouraged to make sentences independent of a model. If the topic in a reading lesson was interesting, that might be discussed; or a story heard might be given by any of the pupils; perhaps a story read by the teacher sometime before; or events told by a child of his trip. Anything that will be of interest to children will give good results. Permitting them to write their own composition on the blackboard throws upon them the full responsibility for right spelling and correct use of capitals and closing marks.

The teacher should exercise vigilance in regard to correct spelling. A list of all words misspelled in the writing of these compositions should be made by the teacher and drill given until she is satisfied that the misspelling of these words will not occur again.

Before the teacher inspects the written work of the children, they should be taught to read it over, first for omission of words, secondly for correct use of punctuation and capitals, and thirdly for correct spelling.

At the beginning of this second session, the teacher should keep in mind the results which should be achieved by the close of the school term, so that the children may start their third year fully prepared for the work of that grade.

The amount of written work should be small. Only a few technicalities should be taught. These second grade children have had very little applied penmanship, and not much practice in written spelling.

The sentences used for copying and dictation should be short and simple. Only familiar words should be used. In the building up of a vocabulary each new word therein placed should be used in sentences composed by the children until it has become part of their speech.

The written work of this grade is only a preparation to start the pupil in his third grade work. This preparation should consist in being able to transfer to paper, with correctness, a few simple related sentences such as may be evolved from his oral language lessons. He should be familiar with a few technicalities only:

CAPITALS: Beginning sentences, names of persons, of places, days of the week, months of the year, the name of the school, the letters I and O.

PERIOD: At the close of the telling sentence. After the abbreviations Mr., Mrs., St.

QUESTION MARK: At the close of a question sentence.

The closing sentence in the children's little written compositions should show that the child has given some reflection to the subject he is writing about. This is worth more than a dozen pages of the flat, formal products which for years have been regarded as "compositions."

The amount of writing for the children in this grade should not be more than three or four short simple sentences. It is not a good practice to permit children to write at length before their experience in writing is sufficient to save them from a multitude of errors.

The key to success in written composition is this: For the second grade, spend four-fifths of the time allotted to language, in oral work. The subject treated should be of great interest to children, something that exists in the happenings of their own daily lives. Get them interested in improving faulty expressions until they become adept in forming related sentences. Then arouse within their little minds a desire to reproduce the oral expression in written form. It is not how much they do, but how often; so give them daily practice in the written form.

Irrespective of the fact that the teaching may be excellent, there will always be a few pupils in every class whose compositions will lack the interesting "touch" that the teacher aims for. However this may be, the teacher should not permit a pupil's work to pass if it be deficient in respect to sentence form, capitals, periods, and the spelling of the words listed for the grade. Further, no teacher should be content with mere correctness in these elementary matters. Mechanical devices alone are not sufficient to breathe the thought. The teacher should put forth every effort to develop the child's power to express his thoughts in an interesting way. Originality must be developed hand in hand with accuracy in all the mechanics of sentence writing.

Satisfactory results will never be obtained unless the child is taught language ALL THE TIME. All the teachers in all the subjects all the day should teach language. If the teacher is satisfied with teaching language only at the language period, then the child will have no practice in the correct expression of his thought. To zealously teach language for one period of the school hours, and give no attention to the way in which most children express their thoughts at other times, for example in their reading, in their number work, and other tasks; also when entering the room and leaving it; in their conversations on the playground, etc., is similar to the teaching of God's commandments to the children for thirty minutes at a time, and every day, then allow them full range without any practice in the keeping of these commandments.

The old idea that written composition was more important than oral has passed out with the years. It is now conceded by all that the development of oral expression is far more desirable than that of written, and that written cannot be attained except by the acquisition of oral. If children hated written composition it was due to the fact that they were given subjects to write on of which they were entirely ignorant. They were not even told where to find material on the subject of which they were to write. Perhaps, the teacher didn't know. The subject was not discussed in class, hence the interest of the children could not be enlisted. The fact that the children talk more than they write, that people will always talk more than they will write, was lost sight of by the teacher, yet oral composition held no place in the curriculum, and written compositions on abstract subjects were demanded

weekly, and they were "handed in" and returned with no intelligible corrections made. A per cent grade might be marked on the paper, and that was the only thing of interest to the child.

Professor Parker in his TYPES OF ELEMENTARY TEACHING AND LEARNING gives an example of how a teacher in a country school vitalized composition.

About 1820 a Harvard student came to a country school in New England to teach during a term in order to earn some money to continue his college education. He introduced the "newfangled" subject of composition, which had never been taught in that school before. Taking his topics from his college rhetoric courses, he asked the older pupils to write compositions on such subjects as "Humility," "Virtue is its own reward," "Honesty is the best policy."

Great distress immediately resulted among the few pupils in the class. Susie was humble enough herself, but had no ideas on humility to express. She stared blankly ahead of her for a time, and then gave it up and cried. Tom fidgeted for a while, looked around to see what the others were doing, dug at his desk, but produced no ideas on humility or honesty. The subject of composition was a dismal failure, and the teacher abandoned it.

After "living around" in the neighborhood, however, for a week or so, he took a fresh start. "Susie," he said, on Monday morning, "when I passed your house on Saturday I saw you were making soap. You seemed to be having some trouble with it. What was the matter?" After a brief oral statement from Susie, he said, "That's interesting; suppose you write us an account of it?" To the boy he said: "Tom, I saw you had a couple of squirrels when you came out of Smith's woods. How did you get them?" After a brief oral statement from Tom, the boy was asked to write the story of his squirrel hunt. With this change in the type of topics assigned for compositions, the subject changed from one of dismal, fruitless drudgery to one of great popularity. The reasons are easy to see. The pupils were now concerned with interesting topics from everyday life, concerning which they were well informed, and they felt that the teacher was really interested in hearing about their experiences.

This anecdote epitomizes the history of composition topics in American schools during the nineteenth century. Just such abstract topics as this Harvard student who was out getting his first experience gave, were common in nearly all schools conducted by experienced teachers up to 1890. And in this year of 1928 can we not find in classes, and that in otherwise progressive schools, composition work that is not adapted to pupils' experiences and modern social needs? There are real living teachers who will ask their students to write on such subjects as "Inspiration," "Ambition," "Towards the Light," etc. The breath of such a composition is necessarily DISMAL; its march, HALTING; its reasoning, ILLOGICAL; its production, CONTENTLESS. Let these teachers attempt to write on such subjects themselves, and see what the results will be. The aim of composition writing for children is not so much for information as for the expression of thought. It is to teach the child to

express his thoughts correctly on subjects that are familiar with him—topics that come into his daily life and experience.

Children below the sixth grade should spend much time in oral composition. Written communication should occupy a small place as compared with the practice in oral communication. The children will not find the writing difficult if they have command of the oral message. While the importance given to oral composition in our schools today is really a new thing, yet the introduction of oral composition in elementary schools dates back to the time of Pestalozzi (1746-1827). Many of the educational reforms that were adopted during the nineteenth century were introduced into the schools by this great Swiss educator. Just as the villages of Belgium were devastated during the late World War, so the Swiss villages were similarly devastated during the war between the French and other nations as early as 1799. It was at this time that Pestalozzi gathered a great horde of orphaned children in a building in the Swiss village of Stanz, and proceeded to teach them the rudiments of composition. The building had no furniture, and Pestalozzi constructed rude benches for the comfort of his pupils, but he had no teaching facilities. His one method of instruction was the concert recitation in which the children repeated after him things that he said. After a few months he moved to another building which was not much in advance of the one he left, and he carried with him his crude but novel oral methods. One of his pupils gives us the following description of Pestalozzi's method of teaching language lessons:

The language exercises were the best thing we had, especially those on the wall paper of the schoolroom. . . . we spent hours before this old and torn paper, occupied in examining the number, form, position, and color of the different designs, holes, and rents, and expressing our ideas in more and more enlarged sentences. Thus Pestalozzi would ask, "Boys, what do you see?"

Answer: A hole in the paper.

Pestalozzi: Very well, say after me: "I see a hole in the paper."

"I see a long hole in the paper."

"Through the hole I see the wall."

"Through the long, narrow hole I see the wall."

"I see figures on the paper."

"I see black figures on the paper."

"I see round black figures on the paper."

"I see a square yellow figure on the paper."

"By the side of the square yellow figure I see a round black one."

"The square figure is joined to the round figure by a large black stripe, etc."

Our present day teaching is surpassingly artistic as compared with this crude method of the great Swiss educator, and although he had not the means at his disposal as have the teachers of today, yet his teachings exemplify three important principles in the teaching of primary oral composition.

Pestalozzi's three principles are the ones we use today, and educators down the ages will be obliged to build their theories on these same principles.

1. **CLEAR IDEAS.**—No teacher should expect a clear statement from a child unless that teacher has made sure that the child has a clear idea of the

subject in question. The ideas should be derived from real, personal experiences. In the lessons given by Pestalozzi he used the torn paper of the wall, and actual objects observed during the walks of the children. If possible let the children SEE what they are to write about, and write about it only after it has been discussed in class, and the thoughts concerning it correctly expressed. If this method is followed, the children will be anxious to reproduce on paper the oral work given in class.

2. **INCREASING VOCABULARY.**—The second principle is a constant effort to build up the child's vocabulary. Pestalozzi's method of doing this was by the imitative concert recitation. This was really the only method he could make use of owing to the great horde of children he had to tutor. Our present day methods give some improvements on his technique, but we cannot blink the fact that such imitative repetition of language is the most effective method of increasing a learner's vocabulary. The efficiency of this method is very obvious in the learning of a foreign language by a conversational method.

3. **KEEPING LONGER AND LONGER SERIES OF IDEAS IN MIND.**—The third principle of Pestalozzi's method is to give practice in "expressing. . . ideas in more and more enlarged sentences" and series.

To go back to the study of the HOLE IN THE PAPER, you will notice that Pestalozzi's first sentence for the children's repetition contained no adjective, the second sentence contained one adjective; the third sentence, "Through the hole I see the wall" is slightly more complex. Each succeeding sentence increases in difficulty until the last, which contains quite a complicated statement. An essential training in oral composition is the ability to keep in mind longer and longer series of ideas. The ability to do this is no small accomplishment and is found especially important in the composing of long addresses and in the dictation of a series of paragraphs.

To go back to Pestalozzi's method we find it to be the one in vogue today, for although it was crude, he aimed in his primary lessons to give young children practice in holding a series of ideas by gradually enlarging the sentences which they studied.

CLEAR IDEAS based on real experiences; additions to the pupil's VOCABULARY; and practice in keeping in mind longer and longer SERIES OF IDEAS are the three technical essentials in training in elementary oral composition. Modern educators have adhered to these Pestalozzian principles, and while years of experience have done much for their gradual improvement, yet they were the same principles upon which the great Swiss educator based his first pioneer lessons to hordes of orphaned children in the little Swiss village of Stanz as early as 1799.

(This lecture on the teaching of composition for the teacher of the second grade will be continued in the April issue.)

It took his countrymen full four years to find Abraham Lincoln out. By the light of the campfires of victorious armies they learned to see the outline of his gigantic figure, to assess the integrity of his character, to comprehend the majesty of his conscience, and, when at last they looked upon his careworn face as the nation reverently bore his body to the grave, through their tears they saw him exalted above all thrones in the affection of the human race.—Jonathan P. Dolliver.

A LONGFELLOW ALPHABET FOR FEBRU- ARY

By Mary Eleanor Mustain

A

A life of honor and of worth
Has no eternity on earth,
'Tis but a name;
And yet its glory far exceeds
The base and sensual life, which leads
To want and shame.

— From the Spanish.

B

By day its voice is low and light;
But in the silent dead of night,
Distinct as a passing footstep's fall
It echoes along the vacant hall,
Along the ceiling, along the floor
And seems to say at each chamber door—
Forever—never!
Never—forever!

— The Old Clock on the Stairs.

C

Come to me O ye children!
For I hear you at your play,
And the questions that perplexed me
Have vanished quite away.

— Children.

D

Day is done, and the darkness
Falls from the wings of Night,
As a feather is wafted downward
From an eagle in his flight.

— The Day is Done.

E

Each man's chimney is his Golden Mile-stone,
Is the central point, from which he measures every
distance,
Through the gateways of the world around him.

— The Golden Mile-stone.

F

For my heart was hot and restless
And my life was filled with care,
And the burden laid upon me
Seemed greater than I could bear.

— The Bridge.

G

God sent his Singers upon earth
With songs of sadness and of mirth,
That they might touch the hearts of men
And bring them back to heaven again.

— The Singers.

H

How often, O how often
In the days that had gone by,
I had stood on that bridge at midnight
And gazed on that wave and sky.

— The Bridge.

I

I shot an arrow into the air,
It fell to the earth, I know not where;
For so swiftly it flew, the sight
Could not follow it in its flight.

— The Arrow and the Song.

J

Joy and temperance and repose
Slam the door on the doctor's nose.

— The Best Medicine.

K

Know this;—if any thought of mine, or song as told,
Has ever given delight or consolation,
You have repaid me back a thousandfold
By every friendly sign and salutation.

— Dedication.

L

Lives of great men all remind us
We may make our lives sublime.
And departing leave behind us
Footprints on the sands of time.

— A Psalm of Life.

M

My life is cold, and dark, and dreary;

It rains, and the wind is never weary;
The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.

— The Rainy Day.

N

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act that each tomorrow
Finds us farther than today.

— A Psalm of Life.

O

Oh, though oft depressed and lonely,
All my fears are laid aside
If I but remember only
Such as these have lived and died.

— Footsteps of Angels.

P

Peace! Peace! Orestes—like I breathe this prayer!
Descend with broad-winged flight
The welcome, the thrice-prayed for,
The best loved night.

Hymn to the Night.

R

Read from some humbler poet,
Whose songs gushed from his heart
As showers from the clouds of summer,
Or tears from the eyelids start.

— The Day is Done.

S

Silently, one by one, in the infinite meadows of heaven,
Blossomed the lovely stars, the forget-me-nots of the
angels.

— Evangeline.

T

There is a Reaper, whose name is Death,
And, with his sickle keen,
He reaps the bearded grain at a breath,
And the flowers that grow between.

— The Reaper and the Flowers.

U

Under a spreading chestnut tree,
The village smithy stands.
The smith—a mighty man is he
With large and sinewy hands—
And the muscles of his brawny arms,
Are strong as iron bands.

— The Village Blacksmith.

W

Weary and homesick, and distressed
They wander east, they wander west,
And are baffled and beaten and blown about,
By the winds of the wilderness of doubt;
So stay at home and rest.

— Song.

Y

Ye who believe in affection that hopes, and endures and is
patient
Ye who believe in the beauty and strength of woman's
devotion;
List to the mournful tradition still sung by the pines of
the forest;
List to a Tale of Love in Acadia, home of the happy.

— Evangeline.

Carnegie Aid for Education

Appropriations in support of colleges, universities and other educational organizations in the United States made by the Carnegie Corporation during the year ended September 30, 1927, aggregated \$2,000,000, and during the same period the Corporation paid out a sum in excess of \$4,000,000 in conformity with previous grants.

Of the aggregate appropriated during the past year \$831,500 was for educational studies and \$84,000 for libraries, a large proportion of the latter sum being expended in the maintenance of library schools; \$97,600 for adult education; \$150,000 for the Carnegie Endowment for International Peace, and \$500,000 for the encouragement of fine arts activities. Nearly half of the total voted for education was expended for "educational studies, research and publications."

THE WRITING OF A DISSERTATION

III. LIBRARY SCIENCE

By Burton Confrey, M.A.

THE first article in this group set our problem, discussed the necessity for a control of the resources of the library, and included a list of books which would arouse interest in books and their uses together with general reading lists. The compilation of such lists is cumulative and to those mentioned we might add these titles: Wm. Dana Orcutt's *In Quest of the Perfect Book* and *The Kingdom of Books*; A. S. W. Rosenbach's *Books and Readers*; S. K. Diethelm's "The Catholic Graduate as Librarian," *America* 37:376, July 30, 1927; E. V. Wilson's "The Catholic Church and Great Libraries," *Catholic Quarterly Review* 34:21-47; George E. Hale's "The Huntington Library and Art Gallery," *Scribner's* 82:31 ff., July, 1927, "The A. L. A.," *Book Chat From Beacon Hill*, June 1927; "The Vatican Library," *Catholic World* 126:124, October, 1927; the evils of book borrowing, *Saturday Review of Literature*, September 3, 1927, 4:75, and such lists as that of librarians in fiction, *Ibid*, July 30, 1927, p. 13. In the *Bookman's Journal* for June, 1927, A. Edward Newton describes "My Library." The *Saturday Review of Literature* reprints a section of the article June 25, 1927, p. 937.

Our last discussion took up instruction in the use of the library and included book lists and students' papers so that teachers might see the approach to the presentation of such material in the classroom. In the orientation to library science we surveyed what happens to a book before it is ready for circulation and appended sample cards and a reading list on the subject.

In this paper we conclude our survey of library science and clear the way for our next article, which will discuss special investigation and research. We grant that there is much preliminary in this approach to the writing of a dissertation, but experience with students writing themes for advanced degrees has impressed on us the necessity for insuring a familiarity with such basic knowledge. In a graduate school one cannot expect some forceful personality to drive mature people over hurdles of so many lines a day, so many papers a week, or so many problems a month. As Newman says (*Idea of a University*, Discourse VI, close of Section 8): "A University is.....an Alma Mater, knowing her children one by one, not a foundry, or a mint, or a treadmill." Independent effort is essential, and it is impossible if the student cannot control the resources of the library.

In order to be brief, in presenting this phase of our subject I shall include outlines of the lectures given to freshmen. For amplification one may choose from reading lists included in the first of these articles (*Catholic School Journal*, October, 1927). For the problems used to definite assignments and to insure the students practice in using the books, see *Catholic School Journal*, September and December, 1924 (24:159 ff. and 307 ff.) and January, 1925 (24:367 ff.).

We give the students a mimeograph partial list, such as follows, in order to make clear the system used in our Library. The Solidity of the explanation is diluted by warnings lest anyone be misled by errors in classification. Freshmen engineers have not heard the classic jokes about putting *Weights and Measures*, a volume of poems, in the Natural Science group under Physics or of classifying *Worm Gearing* (engineering) under *Vermes*, or *The Play Way* (teaching of English) under 796.

Partial List of Dewey Decimal Classification

The classification of a library is the grouping together on the shelves of books that are alike either in subject (for example, European History, manual training, botany, and so forth) or literary form (for example, poetry, essays, drama) so that they may be more easily found and used.

000 General Works	720 Architecture
010 Bibliography	730 Sculpture
030 General encyclopedias	740 Drawing. Decoration.
050 General periodicals	Design.
070 Newspapers	750 Painting
	760 Engraving
100 Philosophy	770 Photography
110 Metaphysics	780 Music
150 Psychology	790 Amusements
160 Logic	
170 Ethics	800 Literature
	810 American Literature

200 Religion	811 American poetry
220 Bible	812 American drama
	813 American fiction
300 Sociology	814 American essay
310 Statistics	815 American oratory
320 Political Science	816 American letters
330 Political Economy	817 American wit and humor
340 Law	818 American miscellany
370 Education	820 English literature
380 Commerce. Communi- cation	830 German literature
	840 French literature
400 Philology	850 Italian literature
	860 Spanish literature
500 Natural Science	870 Latin literature
510 Mathematics	880 Greek literature
520 Astronomy	890 Minor languages
530 Physics	900 History
540 Chemistry	910 Geography and travel
550 Geology	930 Ancient history
560 Paleontology	940 Europe
570 Biology	941 Scotland
580 Botany	942 England
590 Zoology	943 Germany
	944 France
600 Useful Arts	945 Italy
610 Medicine	946 Spain
620 Engineering	947 Russia
630 Agriculture	948 Norway, Sweden, Denmark
640 Domestic Economy	949 Minor countries of Europe
650 Communic. Commerce	950 Asia
660 Chemical technology	960 Africa
670 Manufacturers	970 North America
680 Mechanic trades	980 South America
690 Building	990 Oceania
700 Fine Arts	
710 Landscape gardening	

Classification

- I. Necessity for definite arrangement in a library: College libraries classified according to subject—all botanies together, and so forth.
- II. Grouping: Most books fall naturally under one subject. Some might go equally well under several. In such a case decision based on consideration of best use. Examples:
 - (1) heat, light, and electricity under physics.
 - (2) diseases of wheat under agriculture.
 - (3) the insanity of Hamlet under Shakespeare.
- III. Notation: The symbols used to suggest the subject matter of the book. Necessity of having those well-known and easy to remember, such as the letters of the alphabet or Arabic numerals. A combination of letters and numbers is called a "call number."
- IV. Systems:
 - E. C.—Expansive classification (Cutter system)—unfinished. All knowledge divided into 26 groups with local class numbers in groups of threes. Geographical divisions—a certain number assigned to each country. X—language. 39 represents France. X39—French language. F—represents a fiction number in some libraries. T145—It is 813 in D. C. B—represents a biography number. D. C. uses 920. T145—
 - L. C.—Library of Congress—Letters and figures with provision for expansion through the use of decimals. Two letters and from one to three figures for groups.
 - D. C.—Decimal or Dewey Classification—consists of a number with provision for expansion through decimals. All knowledge divided into nine groups.
- V. The Cutter Table for classification of authors runs from A to Z—the consonants in one group (except S), the vowels in another. The consonants get one letter and 3 figures (H732); the vowels get two letters and two figures (Oe56 or St31).

If an author writes more than one book in the same field, add initial letter of title to distinguish the books.

- 813—Tarkington.
T145—
813—Tarkington (The) Gentleman from Indiana
T145g—
813—Tarkington, Gentle Julia
T145gj—

(Add these form numbers to main numbers in Dewey system to tell in what form material is to be found.

- | | | |
|------------------------------------|---------|-------------------------------------|
| 1 Philosophy | 900 | is history |
| 2 Abridgements (table of contents) | 40 | is modern Europe |
| 3 Dictionaries | 940 | is general history of modern Europe |
| 4 Essays | 2 | is England |
| 5 Periodicals | 942 | is English history |
| 6 Societies | 910 | is travel |
| 7 Study and teaching | 914 | is travel in Europe |
| 8 Collections | 914.2 | is travel in England |
| 9 History | 973 | is history of U. S. |
| | 973.4 | is essays on history of U. S. |
| | 580 | is history of botany |
| | 580.973 | is history of botany in U. S. |

Disadvantage to D. C.:

Sometimes the numbers are too long;

- 612.11821 Effect of antitoxin on the blood. So classified in a medical library in which they wish to keep together all works dealing with effect of antitoxin on the blood.)
612.11 Classification in an ordinary library.
973.3447 History of Revolutionary War in N. Y. State.
973 U. S. History.
34 N. Y. State.
47 Revolutionary period.
In ordinary libraries 973.34 would be sufficient.

The Card Catalogue

- I. What it is and the reason for it.
- II. Types:
 - (a) Printed in Books.
 - (b) On Cards: arranged alphabetically. Dictionary Catalogue.
- III. Important questions answered by catalogue:
 - (a) Author card tells whether library has a book by a certain author.
 - (b) Title card tells whether library has a book of a certain title.
 - (c) Subject card tells whether library has books of a certain type.

(Samples of each kind of card.)
- IV. Kinds of cards.
 - (a) Author (b) Title (c) Subject (d) Analytics
 1. Author analytics tells in what collections certain author is included. Bring out matter not suggested by title or by classification of subject matter.
Ex. Pierre Abelard "Resurrection of Lazarus" in Brewer's **World's Best Orations**.
 2. Title analytics tell in what book particular articles may be found by title.
Ex. "Resurrection of Lazarus," Abelard in Brewer.
 3. Subject analytics tell where article on a particular phase of a subject may be found.
Ex. Rockne, K. K., "Football" in **Physical Education**.
 - (e) Editors, compilers, translators.
 - (f) Reference:
Name reference pseud to real name or vice versa, **See** and **See also** cards give cross reference to other cards.
- V. Arrangement of cards in catalogue:
 - (a) Person as author. Clay, Henry.
 - (b) Person as subject. Clay, The Life of Henry.
 - (c) Place as author. Clay, Co. Official reports of
 - (d) Place as subject. Sheriff of Clay Co., history of
 - (e) Subject neither person nor place. Clay, the story of
 - (f) "Clay" as title. Clay modelling

VI. The Dictionary Catalogue:

- (a) All cards except history filed alphabetically.
Ex. Mac or Mc follows Mab; St. is spelled in full. O—apostrophe disregarded.
- (b) History filed chronologically by period. Alphabetically under each period. 973—U. S. History.
 1. U. S. History—Discovery Period (Books on discovery alphabetically by author).
 2. U. S. History—Colonial.
 3. U. S. History—Revolutionary.

VII. On the back of the card:

- (a) Accession number.
- (b) Analytics (chapter headings or cross references or subdivisions of the main subject treated).
- (c) Editors.

VIII. Example of use of catalogue:

- (a) Shakespeare's London;
 1. Encyclopedic bibliography at end.
 2. Look in card catalogue under Shakespeare.
 - a. His times.
 - b. England in time of Shakespeare.
 - c. Shakespeare as a boy.
 - d. Elizabethan people.
 - e. Shakespeare's London.
 - f. People for whom Shakespeare wrote.
 3. Look under London: description and travel, and so forth.
 4. Look under Stratford.
 5. Look under Dramatists, London Theatres, Theatres in England.

As stated above, to help students assimilate the knowledge offered in these lectures, mimeographed sheets of problems direct their efforts. They learn to know the catalogue and the reference books through using them. The more they examine them the more they feel at home in the Library. In addition to solving the problems assigned, many students make a card for each book handled, listing a short reaction or descriptive bibliographical note, and filing them, others write short papers.

An Outline of General Reference Books

- I. Definition:

A dictionary or reference book is a book arranged in alphabetical order, which brings together in a few volumes what would otherwise take many volumes to explain. They are short cuts to reference, not to knowledge.
- II. Things to be taken into consideration in the judging of books:
 - (a) Value: depends on the author, the accuracy of the work, and the signatures or initials at the end of the articles.
 - (b) Scope: what does it cover? Cheap reference books are inaccurate and worthless.
 - (c) Religion of authors has a great influence upon their works.
 - (d) Arrangement. Is the book arranged in alphabetical order? According to the work or letter?
 - (e) Bibliography: a good bibliography at the end of an article suggests that the writer has devoted study to his work.
 - (f) Illustrating: are there sufficient illustrations in the book to explain the text? Are there maps to explain countries?
- III. Encyclopedias:
 - (a) **Universal Knowledge** (12 volumes) is the first entirely new general reference work in over thirty years—published under Catholic editorship. This cannot be too highly recommended.
 - (b) For general reference the **Encyclopedia Britannica** (latest edition 1911; supplement 1926). It is indexed alphabetically under general headings. For an appraisal of what is called the "New Britannica," see **Saturday Review of Literature**, 3:230, October 23, 1926. For a criticism of the calumny of the **Britannica** (because of which it was refused advertising space in **America** and which it would not correct) see **America** 5:293, 365, 394, 413, 470, 473, 521.
 - (c) **New International Encyclopedia** (latest edition 1922). It is noted for its excellent and usable bibliographies, especially for foreign authors.

(Continued on Page 431)

CONFERENCES FOR STUDENT TEACHERS OF HISTORY

Conference II.

The Place of History in the Scheme of Study and Teaching

By Sister Mary Clotilda, S.S.J., M.A.

VIEWED HISTORICALLY

HERE are on record* old courses of study which show that some form of history, though in many cases local and fanciful, was taught in the early schools of China, of Japan, and of other pre-Christian peoples. The Greeks and the Romans attempted systematic history, but it proved to be mostly a cultural study. In the Middle Ages history was studied in connection with rhetoric, but as a subsidiary subject. Yet, throughout the period, encyclopedias of history were attempted by individuals.** Not until modern times, however, does history become a systematic study in the school, and this is due to the fact that its social value is recognized and better understood. To a certain extent, therefore, it is true that histories written earlier than fifty years ago are valueless when judged from the view point of present standards and purposes.

PAST OBJECTIVES

There is evidence that history as taught in the earliest schools was unorganized and contained much that was superstition. It was then mostly tradition untested and accepted in the gross form without being submitted to critical analysis. As the remote aim of the subject was of a supernatural or religious nature, its function in the school course was to transmit the religion of the race concerned. At times, however, history was pursued by the Chinese and the Japanese with a patriotic or civic purpose in view, but with the Greek the political objective was paramount. Throughout the Middle Ages the religious element dominated history, and all human occurrences of general import were given a religious interpretation.

INFLUENCE OF ATTRIBUTED IMPORTANCE AND PURPOSE ON PLACE ACCORDED IN TEACHING

History, if viewed in the light of an economic principle, follows the law of supply and demand. It is esteemed and valued in proportion as it seems to meet a need or overcome a want. Certain human demands in the sphere of learning change from time to time; others are more constant. Again, though some wants in Education may always be present, as certain basic human needs are common to the human race at all times, nevertheless, these wants may be differently emphasized at different times. Thus while the religious purpose of life dominated human motives and colored human strivings, history of a religious color was in demand and found a wide place in the school. Since, however, in our day religious instruction has ceased to be the chief function of the study of history, the importance accorded history is due to another demand or motive—social efficiency. At the present time, history is pre-eminently a social study. This social aim in the study of history is probably as strong today as was

*S. S. Laurie: Historical Survey of Pre-Christian Education, pp. 134-140. Longmans, Green & Co., 1915.

P. J. McCormick: History of Education, p.8. The Catholic Education Press, 1915.

**The Catholic Encyclopedia, Vol. V, p. 414.

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the religious purpose in days gone by. Hence this shifting in the importance attributed to the study of history, has not detracted from the importance with which it is viewed by school administrators. In combination with civics, it is a usual study demanded of the prospective teacher in preparation for her work. A survey of the curricula in use in the United States since the Colonial Period will show that history has found increasing favor in the school. This is largely due to the fact that since democracy governs itself, the constituent voters must be able to solve social problems intelligently and effectively. Herbert Spencer emphasized the study of science in the schools, but as he did not discriminate between the natural and the social sciences, his views have likewise been influential in raising to a position of importance the social sciences and history as one of them.

PRESENT DAY POSITION

At the present time, history along with civics, is in high favor in the schools. From the point of preparing the youth for an intelligent response to the formal duties of citizenship and the informal activities of social relationship, history correlated with civics is now conceived as one, if not the most important, of the subjects in the school curriculum. Its importance may be ascertained by referring to the courses of study pursued in the standard schools and to the requirements for graduation.

PRESENT DAY PURPOSES

The controlling aim in the study of history in our day has already been discussed. To what extent that social aim is justifiable and valid, and to what extent it alone suffices to give history a position of importance in the curriculum is a matter upon which the opinions of educators vary. Nevertheless, to some extent history still retains its cultural and its propaedeutic values. To one aspiring to a real knowledge and appreciation of any profession it is invaluable. For those whose philosophy conceives culture to be the end and aim of life it is indispensable.

COMPARATIVE VALUE

A critical analysis of the curricula of the various schools is the proper procedure for determining to what extent history is valued as a school subject. Some schools give very little attention to this study; others emphasize it unduly. To the teacher we look for a conscientious attitude in the matter, and upon her is placed the responsibility of stressing not so much the amount of subject matter to be covered as the quality of work to be achieved. The student teacher has an opportunity, relative to this particular objective, of considering and of comparing the values of other subjects in the curriculum with the values attributed to history and, in the light of this information, of exercising her judgment and evaluating wisely.

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2. Note the aims at various times.
3. Account for these aims as a reflection of the conditions and ideals prevalent in the period.
4. Discuss the emphasis on the study of history at the present time, its place as a social study.
5. Ascertain to what extent history is demanded of teacher and pupil.

CHICAGO'S PAROCHIAL SCHOOLS

By Joseph G. Desmond

"Every Catholic child in a Catholic School" is the motto of Catholics in the Archdiocese of Chicago, and statistics indicate remarkable progress during the recent past toward the attainment of that ideal. Eleven new schools opened their doors last September, and seven more will be opened during the school year. There is noted a gratifying increase of the number of pupils in the upper grades.

The total enrollment in high and elementary schools, during the year 1926-1927, was 190,782. Of this number, 175,577 pupils were enrolled in the elementary schools, and 15,205 in the high schools. Of the 175,577 pupils enrolled in the elementary schools, 140,373 were enrolled in the city, 27,779 outside the city; 2,680 at academies; 3,283 at institutions; and 1,462 were commercial students. The gain in enrollment in the parish elementary schools in the city over the year 1925-26 was 2,449 pupils; outside the city, 2,521; at institutions, 274. The academies show a decrease of 200 pupils. There was an increase of 372 pupils in the commercial classes in the parish elementary schools. The total increase in the elementary schools in the Archdiocese over 1926-1927 was 5,402.

Observing that the increase in the number of pupils attending Catholic high schools in Chicago is not as large as might be expected, Superintendent Kozlowski, in his report to His Eminence George Cardinal Mundelein, President, and the Reverend, Very Reverend and Reverend Members of the School Board of the Archdiocese, says: "More of our graduates would attend the Catholic high schools, especially boys, if means could be devised to keep the tuition lower. Many of our good Catholic people cannot afford to send their boys and girls to the Catholic high schools for that reason alone—leaving out the factor of distance." Here, perhaps, is a suggestion to Catholics who have prospered financially.

A method of supervision which has produced commendable results is thus described in the report:

"The supervisor of a community appoints one day in the week for the inspection of a school. On that day, all the principals of that particular community assemble at a given school, and, with the superintendent, visit several classrooms. At these sessions, the principals take note of all the facts, while the teacher, possibly the supervisor, or perhaps the superintendent conducts a model lesson which they scrutinize carefully. They note the physical aspects of the classroom; the children's attitude; they observe especially the effective methods and devices conducive to better classroom results. After school hours, the teachers, principals, together with the supervisor, and the superintendent, discuss ways and means for general improvement. On return to their respective schools, the principals discuss with their teachers all worthwhile ideas of that day, and put them into effect in their own classrooms."

The report contains the following warning as to school conditions to be avoided in the interest of practical efficiency:

"Overcrowded classrooms, too many elaborate entertainments and commencement exercises, inadequate housing of the Sisters, the burdening of the Sisters with work not essentially connected with school—all these tend to exhaust and sap the vitality of the teachers and render their work inefficient and fruitless even after the most strenuous efforts."

Another subject referred to at length in the report is that of instruction in music, regarding which the Superintendent says:

"Church music cannot reach the desired standard unless the child is trained to listen correctly, to read music symbols with fluency as he reads a printed page, to feel rhythm, to hear harmonies, to love and appreciate the best in music—in a word, to sing artistically and intelligently—only then can he be expected to render the proper kind of service in singing the praises of God. To bring about this desired result, a five-day teachers' institute was conducted the latter part of August, 1926, in nine different centers, by a staff of efficient music supervisors for the purpose of familiarizing the teachers with music material to meet their immediate needs. Nearly three thousand Sisters attended these courses. On completion of this course, the grade teacher was expected to be sufficiently acquainted with the method of procedure to begin the

work of conducting her respective grade music with moderate success. The course in music now taught is as complete as may be desired for our schools. Last September, the music material, as outlined in the Archdiocesan Course of Study in Music was placed in the hands of the pupils. Our grade teachers have made every effort to give a just proportion of time to secular song material for the home, and the sacred music of the Church. The teaching of the Mass is begun in the fifth grade; the pupils of the seventh and eighth grades are able to sing Mass, not only with artistic finish, but with full appreciation and knowledge of musical content."

LASTING HABITS, ATTITUDES, PRACTICES AND THE EFFECTIVE RESULTS OF RELIGIOUS INSTRUCTION

(Continued from Page 402)

difference between methods and truth,—between the facts of learning and the process of learning—might be cited.

It is all a misfortune to the beauty of the virtues and the cause of Him who propounded them in such sacred tones, that the virtues should be at all linked up with the difficult, and taught in such a way that they should estrange themselves from the feelings of the child.

The feeling tone which indicates the mind's reaction to itself is not a direct effect of the kind of knowledge, but of the way in which the mind acquires it. Any kind of knowledge can be made disagreeable, and any kind can be made agreeable.

The knowledge of virtue and the love of it are two quite different things. The knowledge of virtue is the reaction of the mind to the delineations of the instructor. The love of virtue is largely determined by the method and the manner of the instructor, in as much as the reaction of the learner's mind is favorably or pleasantly disposed to that particular mental activity aroused in learning.

Love of virtue by the learner does not necessarily entail in the instruction a delineation which changes the nature of virtue, so that virtue itself may be vitiating. Love of virtue is not a result alone of the quality of the content, but of the quality of the instruction and the instructor.

In addition to this it does not help to bring the character of permanency to the practice of virtue to represent it as something hard, and the practice of vice as easy. The hardness or easiness with which these are practiced is a subjective condition, which is not necessarily comprehended by the objective elements. The very same activity may be hard for one and easy for another. This runs the gamut of nearly all activities.

The attitude of the child towards virtue, however, is an important factor in securing permanency in the practice of it, and the shunning of vice. The attitude is also likely to be an important determinant in the kind of character he shall have in adult years.

Pleasurable and unpleasant feelings mark off the field of effective states of the mind. There is also the neutral state, which does not present any characteristics desirable in this discussion. The pleasurable feelings aroused by an activity tend to bring a recurrence of the activity, while the unpleasant set up a barrier to its recurrence.

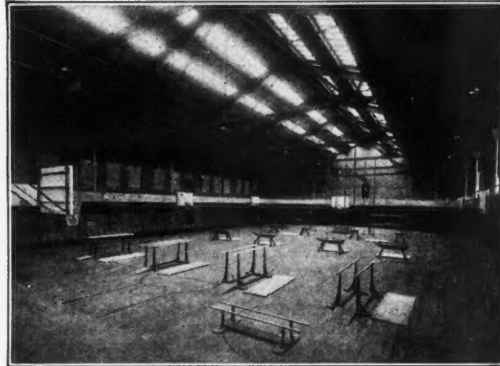
It is not at all wise and economical for the religious instructor to contemplate himself or to advise the children that, irrespective of their pleasurable or unpleasant attitude, they will have to do certain things in life, and that without striving to chart out a procedure which will make the activities in the school room, requiring virtuous reactions, pleasurable.

A careful scrutiny of adult life reveals facts and conditions in which the casting off of practices which were unpleasant in youth, has become a prevalent trait of life. This is especially observable in such lives as have attained an amount of freedom from the coercions of the home and the school, which set up such conditions. In fact these often become directly antagonistic to the substance of former instructions and practices, while striving to discontinue the accidental unpleasantness for themselves and their offspring.

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OUR SISTERS AND LONGER LIFE

VII.

By James J. Walsh, M.D., Ph.D.
Mystical Phenomena and Health

AN important element in the health of religious women not affecting many of them directly but sometimes affecting a goodly number indirectly, is the occurrence of mystical phenomena among them. This same thing has a similar though much more limited relation to the health of men religious but quite needless to say occupies a much less important position in their lives than in that of women. Because of its effects on the physical health of the individuals who are directly affected by it and not infrequently to some extent at least that of the community with which they are associated, it seems worth while to discuss these phenomena here almost entirely from the standpoint of the physician. The physician's attitude toward them is likely to be rather narrow and positive, while it should be rather open-minded and sympathetic, but the more we know of them the more we realize that the medical point of view in connection with these phenomena is extremely important and must always be secured if there is to be any definite determination as to the significance of the phenomena under consideration.

A certain rather small number of Sisters are the subjects of certain interesting phenomena that are sometimes genuinely mystical or veritably spiritual in character and sometimes merely hysterical or psychoneurotic. These phenomena consist particularly of the hearing of voices supposed at least to come from the spirit world, or from a distance so that they are telepathic at least, and that are presumed to be warnings of danger or advice as to conduct or the like. The seeing of visions of one kind or another either of celestial or sometimes diabolical origin is not nearly so common. Some of these extraordinary manifestations may be and undoubtedly have been of real supernatural origin. The lives of such great saints as St. Teresa of Spain or of St. Catherine of Siena or of the little St. Theresa—the Little Flower of the modern time—demonstrate beyond all doubt so far as authentic human evidence is concerned, the veridical quality of some of these communications from the spirit world and of the phenomena connected with them. I have mentioned but three of the saints to whom such favors have been accorded, but almost needless to say that number might be multiplied up to dozens or even hundreds.

Everyone of any experience in either the mystical life or the practice of spirituality, or with the recent development of psychology, or the reports of physicians, knows how easy it is for people to be deceived as to the genuineness of phenomena of this kind. Hallucinations of various kinds are extremely common. An investigation made by the English Psychic Research Society a few years ago showed that a great many people among the intelligent classes particularly have been the subjects of hallucinations of various kinds which they knew to be without any foundation in reality. An hallucination is a reproduction out of the memory as a rule of some experience that is so vividly repeated that it seems to occur in the senses once more. The mystery of how the original sensation comes to be recorded on the memory after it has affected the sense organs, is as deep as it ever was. When there is a very vivid reproduction of the memory, why should not this as an impulse travel in a contrary direction along the pathways in the nervous system through which it came originally and reproduce in the sense organs the conditions which originally caused it so that there would seem to be a repetition of the sensation? Why should there not be certain combinations of these phenomena that would give a consciousness of seeing or hearing things again that really had no existence outside of the body?

The hearing of voices is an extremely common phenomenon in people who are in an early stage of insanity. It has been said on good authority that about sixty percent of all those who are in insane asylums have at some time or other heard voices that had no objective reality. The familiar expression, "oh, you are hearing things," is a result of the popular recognition of the frequency with which hallucinations of hearing may occur. After all most of us have had them but in such simple form that we may not have recognized them. If we are sitting in a room deeply intent on something that is absorbing, such as the reading of a thrilling book or a newspaper with some especially exciting news, but expecting to hear the clock

strike or a bell ring as a signal that we should do something, it is perfectly possible, indeed occurs rather frequently, that we come out of an interesting passage in the book or finish the newspaper article with the disturbing thought that the clock has struck and that we actually heard it but did not quite notice it and we get up in a hurry thinking that we are to be late, only to find very probably that the clock has not struck and will not for some minutes as yet. This is an hallucination or near hallucination of hearing due to expectancy and preoccupation of mind. On the other hand if we are waiting for someone to call us, another name than ours may be called and yet we may hear our own name as if distinctly spoken. This is partly an illusion owing to the defect of the senses rather than an hallucination but it gives an idea of how easy self-deception is in the matter.

Visual apparitions or hallucinations are not nearly so common though they occur and most people who are much intent on noting their experiences are likely to have had them. They occur particularly just after we have put out a light and are for a moment in the dark. In this case they represent very frequently the physical phenomenon known as an "after-image." If after nightfall you will look directly at an electric light and then turn it out, you will have an after image of the light bulb and with it also the filament that will be projected into space in front of you. This will last for some time, always for the tenth of a second or more, but sometimes for several seconds. It is rather easy to see something that looks like a face under these circumstances, and so a good many people have reported the seeing of a face of a dead relative just as the light went out, as if that dead relative were near them and were as it were taking care of them.

This question of after-images is very interesting and is associated with that other simple phenomenon of the persistence for some time after they are produced of retinal impressions. When we were young all of us practically made the experiment of taking a charred stick with a live spark on the end of it and twisting it round in circles. We can see during this process a full circle of light made in the air. The reason for this is that any retinal impression endures for a tenth of a second and as the stick is carried around a full circle in less than a tenth of a second we have the appearance for the moment of a complete circle or enclosed curve of light. This is the same phenomenon that produces the appearance of a bolt of lightning. A lightning flash consists of a spark which passes between two contrary electrified clouds or a cloud and the earth. The spark itself has practically neither length nor breadth. As it runs down the heavens however or across them it seems to be a bolt of lightning hundreds of miles long. That is why we use that familiar expression, a thunder or lightning bolt. The retinal impression continues long after the actual electric flash has disappeared because of course the lightning travels at the rate of 186,000 miles a second and so we would be able to see as a continuous line of light nearly twenty thousand miles, if that were possible, of the trail of the electric spark or lightning flash.

It is this persistence of retinal impressions which is at the basis of the success of moving pictures as an illusion of continuous movement. A succession of pictures is presented to us at intervals of less than a tenth of a second and so we seem to see the photographed characters doing things continuously. This physiological peculiarity of the retina lends itself sometimes to apparently ghostly appearances of one kind or another.

There are another set of phenomena that may also seem to be spiritual or other worldly though they are only due to certain tendencies in our senses. If you take a piece of paper and put two dots on it, about an inch and a half apart somewhat like this:

and then gaze a little fixedly at a point midway between the dots with a faraway look in your eyes, the dots will begin to move. After a while one dot may come to rest just above the other and you will see only one dot, but you may also see three dots and it is rather easy to see four dots. Certain of the dots may seem to move around the others. A halo will sometimes be seen around the dots as they move to and fro in space. This is a phenomenon due to two eyed vision and the fact that we see a separate picture of each object in each eye and whenever these pictures do not occur on corresponding por-

tions of the retinas, we do not think of them as being the same object. A man who cannot control his eyes because he has been taking opium or alcohol or some other drug may see a couple of moons or a couple of keyholes and travel may become rather difficult for him because he does not see the place where he is going to put his foot next with anything like absolute certainty.

If a person looks fixedly at the two eyes of a portrait, photograph or painting, the eyes may begin to move and you may even have the phenomenon of the eyes apparently opening or shutting because you are not looking directly at them and vision is rather vague. A good many young women whose sweethearts went abroad in the army during the war and who had photographs of their beloveds, were rather inclined to think that when they looked at the counterfeit presentment they were sure that he was at that moment thinking of them because the eyes of his picture moved. Particularly was this true if before they parted there had been an agreement between them that at certain times each day they would as far as possible think of each other. The intentness of thought adds to the strikingness of the phenomenon and makes it more vivid.

This will happen however with pious pictures just as well as with photographs of ordinary human beings as anyone can demonstrate for himself by taking a picture and looking dreamily between the eyes of it when the dots representing the eyes will be activated to movement of some kind as a rule, and this may be translated into all sorts of significances if one is intent on doing so.*

*NOTE:—Anyone who wants to see how disturbing to the accepted order of things double vision may be should try the experiment of the tube illusion as it is called. Take a piece of foolscap, roll it up into a tube about half an inch or so in diameter, place the tube in front of one eye, the right eye if the tube is held in the right hand, the left if held in the other, then placing the free hand open palm toward the face about the middle of the tube, look directly through the roll of paper. One will be surprised if one has never done the experiment before to see a hole right through the palm of the hand. The next time that anyone says to you after that, "It must be so, I saw it with my own eyes," show them the hole in their hand which they can see with their own eyes and ask them if they believe it.

THE DIFFICULT TASK OF TEACHING

(Continued from Page 408)

really moral and spiritual, unless you yourself are such. If you do not carry out in practice what you teach in theory, the pupils will be inclined to laugh at you.

No teacher can expect the lesson of the fourth commandment to be effective in the lives of his pupils unless he himself shows great respect for his own superiors, and abstains religiously from counseling any acts of disobedience on the part of the pupils themselves. Above all, in self-control the whole basis of the ten commandments can be definitely laid or torn down by the teacher. No one disputes the fact that teaching is upon patience; but one may well question whether a teacher lacking in self-control should be entrusted with the duty of training observant children.

Some teachers, at least occasionally, so lose control of themselves that they shout loudly enough to frighten the dead into spasms of fear. Possibly they believe they are making the lesson emphatic. The wonder is that they do not make the child delirious. Imagine yourself at a blackboard, trying hard to straighten out your thoughts enough to know whether you ought to add, subtract, or multiply, while into your ears comes the repeated shout, "What will you do next? What will you do next? What will you do next? Where did you ever get such a head as you have? What do you do next?" You might well wonder where the child did get such a head as he has, to be able to retain consciousness in the midst of such a fusillade of inconsiderate abuse. Loudness is not emphasis, abuse is not correction. The genuine teacher refrains from both, and achieves results impossible to one who forgets himself long enough to be guilty of them.

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RELIGION A CHECK ON THE EMOTIONS

By Sister M. Agatha, O.S.U., M.A.

THE two driving forces of education are Religion and Emotion. Under stress of strong emotion man does his best or his worst work. Who, then, will question the value of directing the emotions in education? As it is by means of religious principles and ideals that moral and social life is elevated, so it is by religion that the emotions are consecrated. It must be evident that a system of education which ignores the spiritual element, also fails to offer incentive for Christian living. This fact is emphasized in the "Sunday Visitor" for August 30, 1925, wherein it is stated that the disciplinarian in a cosmopolitan High School, needs not only the training of a detective, but that of a fingerprint expert, a psychologist or a psychiatrist. Crime among the young has been characterized as a tide rather than a wave, for over 80 per cent. of the inmates of the prisons are made up of youths under twenty-one years of age. This means that neither the home nor the school has succeeded in establishing in the minds of the young the definite duty they have of so regulating their conduct, and behavior that correct social adjustment may become a by-product of social education. It also means that the child has been educated in every phase of life but the religious. Some of my readers will contend that as far as the emotional life is concerned, there are music, art and poetry to develop the emotions. But where are these arts to be found, in their highest perfection, if not in the treasure-house of religion? It were just as senseless to say that mathematics may be taught without knowledge of the multiplication table. If there is one slogan which more than any other forms the headlines of the secular press it is: "Religion in Education." Non-Catholic educators give high praise to Catholic Schools for the appeal that is constantly made to the MOTIVE in training. Sir Philip Sidney goes out of his way to praise Catholic Schools for the validity of the principles which underlie the parochial school system.

David Kinley, LL.D., one-time President of the University of Illinois, declares that, "from my point of view, morals or emotional life depend primarily upon religion. Since education is essentially the development of character, and since character is, after all, training in morals, and since training in morals depends upon religious belief, it follows that religious training is the essential part of a complete education." The above statement suffices to show the attitude of mind held by all God-fearing, right-minded educational leaders outside the Catholic Church.

According to Dr. George Johnson, of the Catholic University, "The aim of the Catholic elementary school is to provide the child with those EXPERIENCES which are calculated to develop in him such **knowledge, appreciation and habit** as will yield a character equal to the contingencies of **fundamental living** in American democratic society." Dr. Johnson lays down KNOWLEDGE as the first experience. To knowledge, he adds appreciation and habit, both of which imply VOLITION. In agreement with all Christian educators from the time of Christ, we lay it down as a principle that KNOWLEDGE and VOLITION produce INTELLIGENCE.

When Thomas a Kempis says. (Book 111, Chapter 3d.,) "I am accustomed to visit My elect in two ways, namely, by trial and by consolation," and "I daily read to them two lessons; one to rebuke their vices, and the other to exhort them to an increase of virtue." He means that Christ is appealing to the INTELLECTUAL EMOTIONAL nature of His creatures.

The Church has ever been the creator and inspiration of man's aspirations. From the time God gave Solomon minute directions for building the Temple of Jerusalem, down to the day of medieval Cathedrals and Abbeys, it was the emotional aspect she had in mind; through the ministry of beauty, "through suggestion and solicitation and direction" she has led her children's thoughts heavenward by means of their emotions.

Modern education is deteriorating in its appreciation of relative values, simply because it fails to take into account the three-fold appeal of educational energy: to the **True**, to the **Beautiful** and to the **Good**. Scientific knowledge will never compensate for the loss of morals and culture of the Christian type.

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THE MASS—THE GREAT PROJECT

By Rev. J. T. McMahon, M.A.

(Concluded from January Issue)

7. The Parents' day at School.

We have conducted a parents' day at school—the mothers came in the afternoon and the fathers in the evening. The aim is twofold—to awaken parental responsibility in the necessity of teaching their children and to instruct the parents in the Mass. Bringing them to school does much to teach them what we are doing and to solicit their more active co-operation. The school prepares a programme on the Mass, going through the class-drama; the exercises with the model Sanctuary. A display of charts, diagrams and especially the children's home-made Mass-books, makes a deep impression. More than once have we heard parents say that the Mass will mean much more for them in future.

The Parents' Part.

"Religion is for us the subject that leavens all the school work, working in, and on, and upon the school-subjects, permeating, co-mingling, correcting, revising all and diffusing its light and warmth on the school-room. That is our ideal, and to achieve it we must have the co-operation of home and parents. Many of our parents are indifferent. We can secure the parents' co-operation by getting in contact with them, by showing our interest in their children, by pointing out their duties as parents and by outlining the way of fulfilling all, at a Parents' Day at school." (Report on the Schools of the Archdiocese of Perth—1925.)

The use of the Missal.

"For truly a well illuminated Missal is a fairy Cathedral full of painted windows, bound to carry in one's pocket, with the music and the blessing of all its prayers besides."—Ruskin.

In this stage the main thing aimed at is to get the children interested in the Missal and thus a habit of using it. We have sought that goal through the following routes:

It is necessary to emphasize again that the Mass is the great act of the Liturgy. The Liturgy teaches through experience. We do things in a holy place and then go away resolving to do better. The Missal speaks of the canon as "infra actionem." Therefore, the consecration is a liturgical action; it is a doing something. The form of action puts thoughts into the mind. Going to Mass puts a man into a different atmosphere than he has been in during the week. The action sets him thinking. In the Liturgy people are expected to do something and the doing inspires thought. We act to learn, we act to think, we act to live the Liturgy. The Missal says: "By Him and with Him and in Him." We pray during Mass. Our proposal is to convince the children that participation in the Mass is best done through the intelligent use of the Missal.

1. **The first difficulty** is to get everyone to buy a Missal. We meet this by having a display of Missals (Roman, Lasance, St. Andrew) in different bindings. We ask the class to make a score-card by which to compare and evaluate their merits. The score-card considers—the most suitable size, the organization of the contents, v. g., having the Ordinary of the Mass in the center made it more convenient, the printing, the binding, the value at the price. Then we compared them with the prayer-books used by the children. In this way we aroused a curiosity about the Missal.

2. **The Second difficulty** is the teaching of the vocabulary of the Mass. We borrowed the model altar from the middle school. Copies of the Missal were given to each member of the class. We held a gallery lesson, following the priest in the Mass for the Sunday. The class learned the topography through acrobatic feats of fingers and thumb; At the next class the finger markers were replaced by pictures. One or two who had their own Missals came around with a marker with tails on the pattern of the big Missal.

3. **The third difficulty** is to make the first exercises attractive. We read extracts from "God's Wonder Book" of Marie St. S. Ellerker, O.S.D., which tells us of her feelings when for the first time a Missal was placed in her hands. "To me it was and is, God's Wonder Book." We decided to study one Mass and discover the "wonder." We began with the detailed analysis of the Ordinary of the Mass given in our text-book.*

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We count the variable portions of the Mass. The pupils realized thus how much of the Mass they miss without the Missal.

A study of the paper was a revelation to many. The character of the Mass is known by the Introit. Joy, sorrow, hope, desire, fear, gratitude, contrition—in short every feeling of the heart finds expression in the Introit. We compared seasonal Introits. We discovered that a central fundamental idea runs through the psalms, prayers and scriptural lessons. We may tell them that attention has been given to the Missal in recent years, and the result of study has shown that the sequence of readings and prayers can be viewed as governed by a systematic educational purpose.†

The fourth difficulty is to maintain interest. The Missal can be made the happy meeting ground of all we do in Religious education. Tradition, history, sacred scriptures, dogma, devotion are epitomized within its pages. It is "God's Wonder Book"—and from this treasure we may draw the love that will captivate the minds and capture the hearts of our youth. In the Missal we find the history of the church, tradition and sacred scriptures correlated. We can trace back the history of the Mass as it is reflected in the Missal—the Mass of the catechumens, the Mass of the faithful, the two dismissals. The stations bring us back to the great sees and we walk along the Appian Way with Peter or roam around Ephesus with Paul. So with tradition! We see the growth of the Mass. There is a fruitful field for correlating Sacred Scriptures. Set the class to find in the Bible, the Epistles, Gospels and Psalms of the Missal and re-establish their contents. "We have but to glance through a Missal or a breviary," says Doun Cabrol, "to realize how largely Holy Scripture enters into its composition, forming, as it were, the woof of the fabric. In the course of the liturgical year considerable portions are read of all the books of the Bible from Genesis to the Apocalypse."‡

The fifth difficulty was the objection of lack of devotion. Some pupils held that it was more devotional for them to hear Mass with the prayer-books. It is necessary to point out to them the beauty of the Missal prayers. "These prayers teach us how to pray as no other prayers can. They bear the consecration of the ages. For over 1300 years virgins, martyrs and confessors; the needy, the weary, and the heavily laden; the penitent sinner, the innocent child, the Monarch in his palace, the prisoner under sentence of death, have found all the heart longs for in the very same words which we say today at Mass."§

Why are these prayers so little used by Catholics today? The only answer is that the ordinary of the Mass is not known and studied, and therefore is not appreciated and loved as it deserves. For example, what better preparation can be made for Holy Communion than the three prayers of the Missal. The one for peace, and the other two, have a beauty and tenderness that cannot be surpassed. Appeal to the class to make them their own. So with others. Encourage them to memorize for personal use the invariable parts of the Mass.

Various methods are in use of initiating the pupils to the use of the Missal. The dialogue Mass is a popular way. Its purpose is to concentrate the entire attention on the priest and on what he is doing and on the manner in which he is doing it. This demands co-operation from the celebrant, because if he goes too fast the children give up in disgust the attempt at accompanying him. The principle of the dialogue Mass is that the children will learn by doing. Much of the success depends on the "cue" given by the priest. The results depend also on the thoroughness of the preparation. The Missal should be marked before Mass. Friday will be always suitable for that. The danger of the dialogue Mass is that the reading of the prayers by the children becomes monotonous. It demands time, and unless that is given to it, the exercise is more of a distraction than an edification. It could be done occasionally to renew lagging interest, but we think it is only a means to an end—the use, the appreciation, love and habit of using the Missal which comes through a personal use.

*McMahon, J. T.—"The Sacrifice of the Mass"—pp. 96-114.

†cf. Aratre Fratres—April 1927, Vol. I, No. 6, pp. 172-176.

‡Cabrol—Liturgical Prayer—p. 1.

§McMahon, J. T.—"The Sacrifice of the Mass"—p. 98.

(Continued on Page 428)



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Psalm "Judica Me." Psalm forty-two expresses sentiments of fear, confidence, and desire with which the priest approaches the altar. This psalm is omitted in Masses for the dead and in Passion-tide, and this is because of the verse, "Why art thou sorrowful, O my soul," since under the circumstances of the Masses mentioned above, the soul ought to be sorrowful.

Confiteor is a formula of general confession for both priest and people. These prayers were formerly recited by the priest as he came to the altar. They were first recognized as part of the Mass when the present Missal came into use under St. Pius V, in 1570.

Then the priest goes up to the altar and kisses it, to testify his love for Jesus Christ whom the altar represents, and his veneration of the saints whose relics are sealed up in it.

Introit

The word "introit" comes from Latin "introitus," meaning an entrance, because in early times it was customary to sing a processional psalm as the celebrant and his attendants entered the sanctuary. The Introit consists of a verse from the psalms, preceded by an anthem, followed by the Gloria Patri, etc., and the repetition of the same anthem. The Introit is attributed to Pope Celestine I, 422 A. D. Some Introits have given names to Sundays, as "Laetare Sunday," the first word of the Introit of the fourth Sunday of Lent being, "Laetare," which means "Rejoice." Gaudete Sunday, the third Sunday of Advent; "Quasimodo Sunday," the first Sunday after Easter, called also Low Sunday.

We find the Requiem Mass was so named from the first word Introit of the Mass for the dead, "Requiem." In solemn Masses the incensing of the altar takes place before the Introit. This custom was adopted in the churches of Western Europe about the fifth century. The Altar is incensed because it represents Christ.

Kyrie Eleison

This is a part of a kind of litany chanted at Mass in the early centuries in the East. Our first witness for the Kyrie at Rome is the Synod of Vasio held under Caesarius of Arles in 529. Kyrie eleison is said three times to God the Father, Christe eleison thrice to God the Son, and Kyrie Eleison thrice to God the Holy Ghost.

Gloria in Excelsis

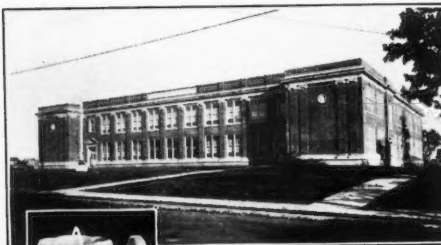
This is called the Greater Doxology. The word "doxology" comes from two Greek words "doxa," meaning glory or praise, and "logein," to speak. The Gloria is an enlarged form of the song of the angels at Bethlehem. It was used at the Mass probably from the time of Pope Telesphorus, 130 A. D. At first it was sung only on Christmas day, later on other feasts of joy. It is now said in nearly all the Masses except those expressive of sorrow or penance and in all Votive Masses, except that of the Angels, it is omitted.

After kissing the altar the celebrant then says "Dominus vobiscum."

Collects

The word collect is derived from the Latin "collecta," things collected, from "collegere," to gather together, to assemble, either because the prayers were offered for the people assembled, or in their presence, or because in them the priest gathers together the desires and sentiments of the faithful, or again, because they are abridged formulas that embody the spirit and the fruit of the mystery or feast. The origin of the Collect is attributed to St. Gelasius (491). The priest recites the Collects with outstretched hands like Moses of old. The number of Collects varies in the Mass from day to day; the first, is the Collect proper to the Mass which is being said; others are often added, as

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Epistle

The name epistle is used because these readings are often taken from the Epistles or Letters of the Apostles in the new Testament. "Epistula" is the Latin word for letter. These readings are often taken from other parts of the Bible. At a solemn Mass, the Epistle is read by the celebrant, and then it is chanted by the subdeacon. Pope St. Damascus, in 366, had St. Jerome assign an Epistle and a Gospel to each day.

Gradual

The word gradual comes from the Latin word "gradus," step, because it was sung from an elevated platform called an "ambo." The Gradual echoes the teachings of the Epistle which preceded it. By some the Gradual is attributed to St. Celestine I; by others to Pope St. Gregory the Great.

Tract

The word tract is derived from the Latin "trahere," to draw out, and was so called, because being intended for times of penance, it should be sung in grave, measured, prolonged tone of voice.

Alleluia

Alleluia is a Hebrew word signifying "Praise Jehovah." According to St. Jerome and St. Augustine the Alleluia dates from the beginning of the Christian era.

Sequence or Prose

These are hymns used on certain days at this part of the Mass.

Sequence is so called from the Latin "sequens," following, because they follow the Alleluia.

Prose has been so called because though written like verse, they are lacking in qualifications that make up regular metrical compositions.

At one period the Sequences were very numerous, but the Council of Trent abolished all but five.

Sequences

1. Victimae Paschali, meaning "To the Paschal Victim," said on Easter Sunday and during the octave, was written by a priest, Wipo, in 1048.

2. Veni Sancte Spiritus, meaning "Come Holy Spirit," was composed by Stephen Langton, Archbishop of Canterbury. Said on Pentecost and octave.

3. Lauda Sion, composed by St. Thomas Aquinas in 1264 for the Feast of Corpus Christi, and which is said on this feast and during the octave.

4. Stabat Mater, which is supposed to have been written by Jacopone da Todi, O.F.M., in 1306. This sequence speaks of the sorrows of our Blessed Mother and is used on the two feasts of her dolors.

5. Dies Irae, written in 1250 by Thomas of Celano, O. F.M., one of the first companions of St. Francis. It is a magnificent poem about the Day of Judgment, and as early as the thirteenth century it had appeared in some Missals as a sequence for Requiem Masses. It is the first example of Latin sacred poetry.

Gospel

A selection from the holy Gospels is read or sung in every Mass. In a Solemn Mass the deacon first incenses the Book of Gospels, after which the deacon chants it, then the priest kisses it. The selection of the Gospels for the Sundays and other older feasts is attributed to St. Jerome. During the reading or chanting of the Gospel, all stand as a mark of respect for the Word of God. The Gospel is read or chanted on the left side of the altar or sanctuary which is, therefore, called the Gospel side, because in ancient times there was an ambo or platform on this side, from which the deacon read the Gospel, facing toward the men of the congregation, who were all on the opposite or right hand side of the church.

Sermon

It has been customary since the days of the Apostles to have a sermon or instruction preached at the Mass after the Gospel. The sermon was given in early times at this part of the Mass that it might be heard by the catechumens, that is, those who were under instruction and were not yet baptized. After the sermon they were sent out, and with the sermon ended formerly the Mass of the catechumens.

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BREVITIES OF THE MONTH

The percentage of pupils completing four-year courses is larger in Catholic high schools than in public secondary schools, it has been established by a survey conducted by the N. C. W. C. Bureau of Education.

"The Blessed Eucharist and Our Lady," is the theme chosen by the Holy Father and cabled for the general discourses at the International Eucharist Congress, to be held at Sydney, Australia, next September.

A revival of the old Greek dramatic custom of staging plays in masks was given at Webster College, St. Louis, Mo., when the Loretto Players, students of the college, presented "Ronald Castleman's Romance." It and two one-act plays, "A Fan and Two Candlesticks," and "The Opera Matinee," were given. While the method of presentation is old, the play itself is of modern origin.

For twenty-five years the Brothers of the Society of Mary have been teaching in Our Lady of the Rosary School, Dayton, O. The parish celebrated this event Jan. 8. Approximately forty brothers, among whom were former teachers at the school and sons of the parish, were the honored guests.

Miss Frances Covey of Messina, N. Y., and Miss Marie McDonough of Worcester, Mass., fell four stories down an elevator shaft of their dormitory at the College of New Rochelle, N. Y., while playing about the corridors. The former dying immediately, the other succumbing to a fractured skull and internal injuries.

School children and school officials, in private and parochial as well as public institutions, all over the country are contributing pennies for the endowment of a George Washington Scholarship of the Kosciusko Foundation dedicated to the friendship between George Washington and Thaddeus Kosciusko, the great Polish soldier who lent his genius to the gaining of American freedom.

The chanting of a Te Deum with Solemn Benediction brought to a close the four day celebration of the two hundredth anniversary of the founding of the Ursuline Community of Nuns in New Orleans. The day marked also the anniversary of the Battle of New Orleans.

Pope Pius' encyclical, "Mortalium Animos," in which he points out the true path to world-wide Christian unity, and asserts firmly that those who really desire the reunion of all Christians must return to Rome, has been received with unanimous favor, not only in ecclesiastical circles, but also in circles where newspapers are wholly uninfluenced by the Vatican.

A unique supplementary reading service has been inaugurated in the parochial schools of Minneapolis. The collection of 6,000 volumes consists of supplementary reading texts, literary

classics, and standard works in geography, science, history, civics, religion and other subjects which have been provided for the Minneapolis schools by the Federation of Catholic Mothers' Clubs. The library comprises 189 sets of 30 volumes, each set packed separately in a convenient wooden case. These sets will be distributed to the fourth, fifth and sixth grades in the twenty-one Minneapolis parish schools, so that each grade will receive 90 books every month, or 810 volumes in the course of the school year. Each teacher will be advised in advance of the sets assigned to her classes and the dates upon which they will be delivered, so the books may be immediately helpful to her pupils as supplementary reading in their work.

The National Week of Song February 19-25

During the week, in the schools, special song programs should be provided. These need not necessarily take up any extra time, but without difficulty may use that usually devoted to opening exercises and the singing lessons. The programs can be made different from the usual order by explaining the significance of the National Week of Song and its purpose, by introducing new songs and by having the children memorize certain songs especially suited to their ages. On Friday the children might be required to write the songs they have memorized, and their papers could be marked on the accuracy with which the verses have been memorized, on their punctuation, spelling and penmanship, also on the neatness of their arrangement. If "America" and the "Star-Spangled Banner" have not as yet been memorized by your children, these two songs should be among those selected for memorizing. The older scholars might be required to write the story of the origin of "America" and "The Star-Spangled Banner" and possibly some of our other national songs. These are simply hints of what may be done. Anything else that you can think of that will awaken an interest in singing and the songs we sing, will prove useful.

The purpose of the week is to acquaint the students with songs of the better sort—songs that are elevating, the best of our national and patriotic songs. There are plenty of songs that have stood the test of time—songs that quicken the heartbeat and inspire the soul. These and the best of our modern songs are the songs you should sing to truly represent the spirit of the National Week of Song.

FREE PERSPECTIVE DRAWING (Continued from Page 407)

tained. Related problems: varied scenes with tents of shape like those shown in plate 8; houses with intersecting gable roofs; sheds developed from skeleton forms like those shown in plate 7; wall-borders or other plane surfaces having triangle designs. One of the best groups of problems of this class is that based on triangular truss work; for example, the bridge shown in figures 8 and 9; have pupils draw it in various positions and settings.

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CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

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EDITORIAL COMMENT PRIZES FOR AUTHORSHIP

THE failure of the prize competition for essays on the life of the late President Wilson provokes a variety of comment. A group of persons offered to give to the Woodrow Wilson Foundation the sum of \$50,000 for two prizes of \$25,000 each and also \$25,000 for the expenses incident to conducting the contest. One of the prizes was to go to a woman and the other to a man. The Foundation accepted responsibility for supervising the competition and making the awards. In addition, it decided to offer \$7,000 in subsidiary prizes. Newspaper editors refer to the outcome of the elaborate enterprise as a fizzle.

The object of the donors of the \$50,000 was said to be "to stimulate the youth of the country to a study and better appreciation of the principles and ideals of Woodrow Wilson." It was stipulated that competitors for the prizes should be within the age limits of 20 and 35. As to the character of the essays desired, the statement was made: "They will not be judged for their literary style, but rather for the ideas contained. Because of this, it is suggested that the style of writing shall be natural to the writer and assume an easy, readable, informal character, so that when the successful articles shall be published they will have a wide and comprehensive appeal." The title suggested for the articles was, "What Woodrow Wilson Means to Me," and the length was to come within 2,500 words. In regard to the manner in which awards were to be decided upon, it was stated that the competing manuscripts would be first submitted to a group of trained readers recruited from the staffs of leading magazines. These would pick out what they considered the best and hand them over to a committee composed of two who would in turn exercise their judgment and pass what they considered the best to the committee of award.

Out of the 10,000 odd essays the trained readers picked 425, and of these the committee of two, "after giving all a careful reading," passed on 44 to the Jury of Award. In the opinion of the Jury of Award there was nothing presented worthy of the major prizes, or of two secondary prizes of \$1,000 each which had been offered out of the \$7,000 added to the prize fund promised by the original donors. What the committee did was to award third prizes of \$100 each to fourteen of the essayists and to accord to thirty others of the essayists honorable mention, which distinction carried with it a \$20 award.

It will be observed that all of the essayists whose productions reached the Jury of Award received financial recognition ranging from \$20 to \$100. In explanation of its action in withholding major prizes, the Jury said: "In fixing our conception of worthiness we feel that we are under no obligation to make allowances for the amateur and the immature. The age limit is quite sufficiently high and the rules of eligibility are sufficiently broad to warrant our demanding that the winners shall measure up to a standard of excellence commensurate with the dignity of the subject." A noteworthy circumstance in connection with the matter is that the Foundation announces the expenses of conducting the contest amounted to \$55,027.57, of which \$29,527.57 was defrayed out of its own funds, the remainder being made up by special contributors. The originators of the undertaking, who promised \$50,000, have not been called upon to pay that sum, for the reason that the jury decided to withhold the major awards.

Comment varies. One remark is that "What Woodrow Wilson Means to Me" was a title lending itself to too personal and inconsequential treatment. Another is that a mistake was made in limiting the competitors to people under 35. The stupendity of a \$25,000 prize for a 2,500-word essay is referred to as if it might have had the effect of discouraging instead of inspiring possible competitors of merit. Certainly the competition and its lame and impotent conclusion offer a wide range for speculative ingenuity.

Authors of note have been known to compete for prizes in the past. It is of record that Edgar Allen Poe came out a winner in competition for a money prize, and was very glad to secure it, though the amount was not large. Harriet Beecher Stowe was encouraged to pursue a career of authorship by the success of a prize-winning story which she sent to the publishers of a magazine. Harriet Monroe won the prize for a commemoration ode offered by the management of the Columbian Exposition, otherwise remembered as the Chicago World's Fair.

As a financial proposition, it would be difficult to conceive of a 2,500-word article worth as much as \$25,000. Few if any are the authors of note who would be unwilling to do their best for \$1,000, and consider themselves well paid. Perhaps the magnitude of the prizes offered deterred the trained readers and the committee of two from turning over more of the manuscripts to the Jury on Awards. The fact that the Jury accorded rewards to the authors of all the manuscripts that reached its hands makes it seem not impossible that some of the other essays might have received recognition had they gone to the Jury. Shakespeare is authority for the assertion that "a jest's prosperity lies in the ear of him who hears it." To a certain extent the same thing may be true of the prosperity of essays. Regarding decisions of juries, it must be conceded, there is no certainty in advance. Moreover, it has become proverbial that "there's no accounting for taste." Some of the essays that were deemed unworthy might have been classed as fairly good if they had fallen into other hands. However—and this in all probability is a condition which has existed since the time when Cadmus invented letters—there is a great deal of inferior writing.

Unusual Children

It does not follow that a child is "stupid" just because he is unresponsive to some of the teaching processes that makes an appeal to others. Schools are standardized for the purpose of providing for "the greatest good of the greatest number," and there was a time when young persons failing to fit into the system were obliged to go without education or secure what education they could in their own way. Not all of them were doomed on this account to suffer failure in the battles of life. On the contrary, biographical dictionaries contain the names of not a few of the world's geniuses who grew up to render important services to mankind, though at school they had been rated as dull boys. Undoubtedly, however, there were innumerable instances in which "unusual" children drifted into delinquency because Satan finds mischief for idle hands and for busy brains that are not kept occupied with wholesome thoughts.

In New York city particular attention is paid to the needs of children not mentally inferior, but so different from the average that a modified course of study is essential for them. Eight thousand pupils of this description have been segregated, for their own good and that of the other children, with whom they do not "fit in" and with whose orderly progress they would be likely to interfere if the attempt to teach all in the same classes were persisted in. The number cited by no means equals the total of those who might benefit by separation from the mass. Miss Elizabeth Farrell, a teacher who has made a study of the subject, estimates that besides the boys and girls who are markedly atypical, and who constitute the section with whom the present experiment is being made, there are thousands who are unfitted to do their

best in schools of the standard type. To most of these children, she says, opportunity must be given to learn by doing things rather than by dealing merely with symbols. She estimates that there are thirty-eight "unusual" children in every one hundred of the school population of the metropolis.

Experiments similar to that arranged for in New York are under way in several of the larger cities. Eventually education in general is likely to benefit by their results. Meantime in the country at large there will undoubtedly continue to be "unusual" children in the schools which are organized with reference to the average child. To deal with "backward" children to their best advantage and at the same time allow the faster learners to go ahead is a difficult task, but many teachers have developed great resourcefulness in that direction.

Looking forward, the New York Times observes: "The most serious problem is to find the way to reach each individual child; for no child is quite typical. Economy has prescribed a rough classification according to age and approximate normality. But a greater differentiation of method may be employed with greater financial and social economy in the end if the 'misfits' under our present system can be developed along lines that will ultimately lead them into places of usefulness in the social order as well as into their own best possibilities, for to fit the misfits is to reduce crime and inefficiency to their minimum."

Predicting the Weather

Everybody talks about the weather, and everybody is interested in the weather. There are agricultural and business interests to which weather possibilities have a potentiality translatable into dollars and cents.

Two years ago there was circulated throughout the northern states during the summer and fall a prediction that the then approaching winter would be long and cold, entailing great suffering upon people neglecting to supply themselves with more than the usual winter store of fuel. Acting upon this suggestion thousands of householders ordered more coal than they had ever considered necessary before, and when spring arrived a good many found themselves with a surplus on hand, for the reason that instead of being longer and colder than usual, the winter was mild on the whole, and not extraordinarily prolonged. Who was responsible for the circulation of the unverified prediction nobody knows. It may have profited dealers in wood and coal, but certainly it benefited nobody else, and filled many minds with needless apprehension.

More than one alarming and irresponsible forecast warned the public to prepare for abnormal and disastrous weather in the summer of 1926. In February of that year a Wall Street magazine declared: "It is impossible for the grain crops of the northern hemisphere to escape serious injury this year. The world will come face to face with great danger in 1927, with its grain reserve exhausted. The

great consuming populations of the industrial nations will be virtually reduced to the necessity of living from hand to mouth. The herds will be all but destroyed that the people may live. At best, Europe will not have above a 40 per cent harvest in 1927; America not better than 60 per cent." There were those who accepted these predictions and wanted the government to buy and store surplus wheat, instead of permitting it to be shipped abroad. But the disaster did not occur. On the contrary, the weather of 1927 was normal, and the year was one of excellent harvests.

Chief Marvin, of the United States Weather Bureau, has issued a bulletin recalling these alarmist predictions, reciting the facts by which they were flouted, and arguing that the public will find it safer to turn a deaf ear to unauthorized long-distance weather forecasts than to pay attention to them.

Government meteorological predictions frequently contain a percentage of error, but the science of forecasting the weather has not yet fully emerged from its experimental stage. As rapidly as improvements are made, the government forecasters will use them for the benefit of the public. The officials make the most reliable predictions that are to be had, and are independent of selfish interests such as tempt speculators to create erroneous beliefs for the purpose of influencing markets. Very seldom indeed do officials venture opinion as to what may be expected a long time ahead. That sort of thing at present has no better basis than sheer guesswork. It is a safe assumption that when long distance forecasting becomes possible the officials of the Weather Bureau will excel in putting it into practice, because the Weather Bureau has in its possession a better equipment of instruments and data than is possessed by anybody else.

Encourage Self-Expression

To the Editor of the Catholic School Journal:

Sister Mary Louise Cuff, S.S.J. Ph.D., has an essay in the January issue of the Catholic School Journal, headed "Talks with Grade Teachers," which is filled with gems. Here is one of them: "The natural, easy flow of thought is to be admired, not curbed" (in children). "It is a God-given gift which no teacher can impart, but which all teachers should cultivate in children." These words are very suggestive, and teachers will do well to ponder them. Allow the children to express their thoughts in their own simple and happy way, without paying attention to grammatical mistakes. Thought, not grammar, is the main thing. If you silence a child in the midst of its talk, it will become bashful, and speak no more. There are too many don'ts imposed upon children; hence they are compelled to lead an artificial life. Is it not wrong to curb the gifts which God gave them? If children were allowed to express themselves in all their classes, the school room would no more be considered a purgatory.

(Rev.) Raymond Vernimont.
Denton, Texas.

THE MASS—THE GREAT PROJECT

(Continued from Page 422)

(Note: We have found the chapters on "The Growth of the Mass" in Rev. John O'Sullivan's, *The Visible Church*, very helpful for correlating history and tradition with the Missal.)

No time! The busy teacher will exclaim, "How find time for all this?" Devoting Friday to the Mass, all of this and more can be done. In the projects outlined most of the work is carried on outside the period for religion. Our aim is to give an enriched curriculum on the Mass, displaying its many-sided wonders, and from that brilliant array, we hope the child will pick something that will be a talisman for life, kept burnished bright by use and devotion. We begin with the present—the action of the Mass as a daily experience in the lives of our children—go back to the past for a background which increases our appreciation, and then return to the present to make the best use of his "Mysterium Fidei."

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EXPRESSION—AN EDUCATIVE FACTOR

(Continued from Page 405)

moments she finally settles with many adjustments in her refectory place and leaves her with a cheery smile? The laundry incident, also, had its own germ of tragedy and of comedy. The "laughter of the saints"—is it not largely their reaction to the comic as well as to the tragedy element that composes the drama of life about them? The playwrights need not apologize for their craft when they can count among their number two canonized saints, St. Gregory Nazianzas and St. Hroswitha, the delightful nun of the tenth century, Germany's first poetess!

The need of greater sense appeal in the teaching of religious truth is the principle that underlies the utterance of one of the speakers at the convention of the Catholic Educational Association, when he says: "Self Expression is necessary to complete and perfect in the child's life the lessons of the Gospel." It is this conviction that has led teachers to search about for material which, used dramatically, might bring to children a more vivid picture of the incidents in the lives of Christ and His Blessed Mother. One such experiment tried with the dramatization of the life of Our Lady based on Reverend Hugh Blunt's collection of verse called, *The Book of the Mother of God*. Cuttings from the poem were made to the number of nine representing the following events: The Nativity of Mary, The Presentation of

Mary, The Temple Virgins, The Annunciation, The Visitation, The Flight into Egypt, The Holy House, Easter Eve and the Assumption. The troubadour of Mary, the Angel Gabriel, in costume, gives the prologue, in which he says he will be Our Lady's minstrel and sing her praises. In the scenes which follow, readers, standing to the left of the stage, give the lines as the characters on the stage present the action. A garden scene, a road, the exterior and interior of the Temple, an interior cabin,—these may be so manipulated and varied as to furnish ample settings. Worked out with drapes and lights, and appropriate sacred music between scenes, the whole may be made one of the most beautiful, fascinating, and impressive programs one could wish to enjoy. Many of the persons in the large audience of children and their people, who followed thus the events in the life of Our Lady, spoke several times afterward of the vivid pictures left in their minds, and many religious said they could ever afterward better visualize the preludes of their meditations on the life of Our Blessed Mother.

A similar bit of work on a much smaller scale was that undertaken during National Education Week when a high school presented a program arranged to bring out the theme of each day's slogan. To accompany the report on religious teachers, one senior wrote and two others gave a dialogue between the Rich Young Man offered the grace of religious vocation, and an elderly Jew to whom he tells of his meeting with Christ. Such humanizing of the Gospel characters brings them home to us in the way we can best understand and appreciate: by seeing them in the garb of their time and hearing them speak, by realizing that they were human beings like ourselves. Also, such incidents in the life of Our Lord as the Lost in the Temple may be represented. A sketch under that title was offered in the April number of *Magnificat* and proved interesting as well as instructive to a school when acted for them on Mayday. The Boy Christ does not appear: His Presence is suggested by His voice off-stage twice, and by a light radiating from His Divine Presence as we hear the words to which Mary and Joseph listen with souls aflame: "My Mother, didst thou not know that I must be about My Father's business?" A very lovely one-act play for Christmas was found in the December issue of the *Catholic World*. The shepherds at Bethlehem, of varying degrees of spirituality and faith in the promised Messiah, discuss the probable character of His coming. The lines are very beautiful, and with appropriate costume and action make a deep impression on the hearers. In this connection, a word might be said of the possibilities for religious uplift in Christmas plays in general, which we shall discuss in our next paper. The sacred stories of our superb Christian inheritance, made vivid through dramatic presentation, glow with life and light in the reaction of the student. Through the expression of self, tempered in the fire of the emotions, the lessons of the Gospel become vital and pulsate with reality.

An Erroneous Attribution Corrected.

By mistake, the authorship of the amusing one-act play, "It Wasn't the Bugs," which was published in the January issue of this Journal, was ascribed to the Rev. Bonaventure Schwinn, O.S.B., who kindly sent it to The Journal. The play was written and produced by the members of an English class in St. Mary's High School, Portsmouth, Iowa, under the direction of Sister M. Anthony, O.S.B., of Mount St. Scholastica, Atchison, Kansas.

NEW BOOKS REVIEWED

Bread Loaf Talks on Teaching Literature. By Alfred M. Hitchcock, Hartford Public High School, Cloth, 119 pages. Price, Henry Holt and Company, New York.

Five talks which the author delivered at the Bread Loaf School of English in 1927, and which he subsequently revised with a view to publication, form the contents of this readable little book. The subjects discussed are as follows: The task; The Teacher; The Individual; Reducing; Traps.

The Man Who Was Nobody; or How Saint Francis of Assisi Won the Heart of the World. By Antony Linneweber, O.F.M., Author of "The Man Who Saw God." Leatherette, 187 pages. Price, Franciscan Friary, 133 Golden Gate Avenue, San Francisco, California.

This inspiring little volume tells the story of the Saint of Assisi in the course of a brief but comprehensive outline of the spiritual life, using significant incidents of the Saint's career to illustrate the essentials of holy living.

Best Stories (National Life). A Third Reader. The Child's Own Way Series. By Marjorie Hardy, Primary Teacher, University of Chicago Elementary School. Original Stories by Helen Teeters. Illustrations by Matilda Breuer. Cloth, 282 pages. Price, Wheeler Publishing Company, Chicago.

The stories are admirable in content and in the telling. The illustrations, which are numerous and which add greatly to the interest of the well made little book, are printed in three colors. Of the new technique of teaching primary reading, exemplified in this series, the readers of this Journal have been informed in connection with the notices of the earlier volumes.

Reading and Literature. Book One. By Melvin E. Haggerty, Dean of the College of Education, University of Minnesota. Cloth, 575 pages. Price, \$1.36 net. World Book Company, Yonkers - on - Hudson, New York.

Reading and Literature. Book Two. By Melvin E. Haggerty, Dean of the College of Education, University of Minnesota. Cloth, 576 pages. Price, \$1.36 net. World Book Company, Yonkers - on - Hudson, New York.

Varied and interesting contents, covering a wide range of subjects and representing many historical periods, including the present, make the appeal of these volumes unusually strong. There has been evident desire to gain suffrage of even the indifferent student. Modern aims and objectives are kept sight of in the study apparatus accompanying the selections. Glossaries define special words and special exercises are suggested to aid vocabulary growth. The

principle of giving children what they like is not to be ignored, but sometimes even a good principle can be carried too far. "The Highwayman," by Alfred Noyes, is a magnificent piece of swashbuckling verse, certain to fire the blood and intrigue the fancy, but singularly unsuitable for inclusion in a school reader, even when followed by a footnote observing that "the highwayman, though he did not have an honorable occupation, was a loyal daring fellow; and Bess, in her beauty, devotion and sacrifice was a splendid girl. The two are fitting characters for this musical ballad." The six pages of Book Two which are devoted to "The Highwayman" and comments thereon could have been employed to better purpose.

The Rosary Readers. First Reader. By Sister Mary Henry, O.S.D., Sinsinawa, Wisconsin. Illustrated by Samuel B. Wylie. Cloth, 130 pages. Price, Ginn and Company, Boston.

The Rosary Readers are a new series, written especially for Catholic schools, and embodying the results of experience in the environment for which they are intended. Every book is designed to supplement the religious instruction which pupils using it are receiving at the time. While the religious element is the foundation, not the decoration of the series, every scholastic requirement is ably complied with. The illustrations are artistic and printed in colors, and in all respects the books are attractive and up-to-date.

Pray the Mass. "The Ordinary of the Mass" in Latin and English, "The Mass and Absolution of the Dead," "The Marriage Ceremony," and "The Nuptial Mass." With Instructional Notes by Rev. J. E. Moffatt, S.J. Flexible covers, 128 pages. Price, 20 cents net. Benziger Brothers, New York.

The intention of this little book is to aid worshippers who desire to join the priest in saying the same prayers that he says, and to follow his actions step by step, understanding everything in the service as they go along. The illustrations, made from special drawings, are appropriate embellishments.

The Pribble-McCrory Diagnostic Tests in Practical English Grammar. For High School and College. Devised by Evalin E. Pribble, Department of English, and John R. McCrory, Department of Psychology, State Teachers College, St. Cloud, Minnesota. Seven parts, printed on loose sheets, with blank spaces for answers. Price, Lyons & Carnahan, Chicago.

The object of these tests is to discover the weak points in each pupil's English, for the purpose of finding what remedial work is necessary in the case of each individual in the class. It is provided that the errors of each pupil shall be tabulated. By comparison of these tabulations a glance reveals what difficulties are to be given class attention, what difficulties require group attention, and what difficulties call for special aid to



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individual members of the class. The teacher will be greatly aided by the use of these tests, which simplify the problem of working efficiently with a class for the correction of wrong habits of speech.

Godward: or the Rugged Path of Joys and Sorrows. By the Rev. Frederick A. Houck, Author of "Our Palace Wonderful," "The Life of St. Gerlach," etc. Cloth, 267 pages. Price, \$2 net. B. Herder Book Co., St. Louis, Mo.

In every serious mind there arises from time to time a yearning to reduce life to a correct system. Here are helps to meditation on that subject which the candid reader will recognize as sincere. The book will be a valuable addition to any library in which it finds a place.

The Ten Dreams of Zach Peters, and How They Led Him Through the Constitution of the United States. By Hermann Hagedorn. Illustrated by Frank Godwin. Cloth, 164 pages. Price, 88 cents net. The John C. Winston Co., Philadelphia.

Mr. Hagedorn is executive director of the Roosevelt Memorial Association and author of "The Boy's Life of Roosevelt," and other books. The present volume, intended for school libraries and reading circles, will serve as a general supplementary reader for Grades 7 and 8 and will make an excellent supplement to a course in civics.

How Popes Are Chosen, and Other Essays. By P. H. Gallen, Pastor of the Church of St. Agnes, Dalton, Massachusetts. Cloth, 144 pages. Price, \$2 net. The Stratford Publishing Company, Boston.

Father Gallen is an essayist of unusual charm, and what he writes conveys information as well as delight. The range of topics treated in the volume is extensive, and may best be indicated by quoting a few of the titles: "Modernism," "Father Cheverus in Northampton," "The Gentle Art of Eating," "The Ancient Harp of Erin," "Cursory Notes on Swearing." Besides these there are others, and the book is rich in out-of-the-way facts as well as in entertaining fancy.

George Washington. By Albert Bushnell Hart. Paper covers, 38 pages. Price, 35 cents net. American Library Association, Chicago.

Prof. Hart, widely known as a Harvard professor and a teacher and writer on American historical subjects for more than fifty years, has been appointed historian of the United States George Washington Bicentenary Commission, preparing for a national celebration of the two hundredth anniversary of the birthday of the Father of His Country, to be held in 1932. In this pamphlet, which is one of the series entitled "Reading With a Purpose," Prof. Hart gives a vivid summary of the life and character of the great American who conducted the Revolutionary war to success, spurned the offer of a crown, presided over the convention which framed the federal Constitution, and was the first of our Presidents. For

readers seeking detailed information on the subject, he suggests what he considers the seven best biographies of Washington easily available—the Lives of Washington by Paul Leicester Ford, Henry Cabot Lodge and Woodrow Wilson, Owen Wister's "The Seven Ages of Washington," and these three volumes, each devoted to a special aspect of Washington's career: "George Washington, Country Gentleman," by Paul Leland Haworth; "The Youth of Washington," by S. Weir Mitchell, M.D.; "Washington the Man Who Made Us," by Percy McKaye.

Our Surroundings. An Elementary General Science. By Arthur C. Clement, formerly New York State Supervisor of Biologic and General Science; Morton C. Collister, Principal of Baldwin High School, New York, and Ernest L. Thurston, formerly Superintendent of Schools, Washington, D. C. Cloth, 640 pages. Price, The Iroquois Publishing Company, Syracuse, New York.

This is a book for eighth and ninth year students in junior and senior high schools, its object being to impart to young people scientific knowledge in such a way that they shall fall into the habit of applying it to the interpretation of phenomena and the solution of problems encountered in daily life. The interest of students is aroused and maintained from the beginning to the end of a compact and at the same time comprehensive course, in which scientific facts and laws are presented in logical order and properly related. Vivid illustrations and diagrams are a noteworthy feature of the book, which is attractive as well as informational on every page, and admirably adapted to supply a solid foundation for intensive studies during later years.

The Journeys of Jesus. Compiled from the Gospel Narrative. Book One. By Sister James Stanislaus, of the Sisters of St. Joseph, of Carondelet, St. Louis, Missouri. With illustrations after Beda. Cloth, 201 pages. Price, Ginn and Company, Boston.

The three volumes of the series of which this attractive book is the first installment are intended to present in simple literary style an account of the life and ministry of the Savior, gathered from the pages of Holy Writ, each book relating the events of a definite period and being complete in itself so far as that period is concerned. Besides a number of dignified and interesting pictorial illustrations, Book One contains an excellent map of Palestine.

The Teaching of English in the Secondary School. By Charles Swain Thomas, Graduate School of Education, Harvard University. Revised Edition. Cloth, 604 pages. Price, \$2.40 net. Houghton Mifflin Company, Boston.

It is in the belief that the present period is one compelling readjustment in the secondary school as well as in other departments of education that

the author has written this book. He mentions as new ideas receiving general sanction the recognition of individual differences, the development of methods of quantitative measurement, and the re-examination of the laws of learning with special reference to theories of mental discipline; also the reformulation of aims and functions, and their restatement in terms of modern social theory, the social analysis of subject values, provision for vocational training and educational guidance, attempts to reduce retardation and elimination, and the endeavor to extend educational opportunity. Recognizing the high importance of the study of English language and literature, he presents an analysis of the purposes of this study and discourses on methods of teaching best fitted to achieve them. The book is a substantial contribution to the understanding of the subject of which it treats.

Arithmetic for Business. By Benjamin B. Smith, B.C.S., specialist in Business Arithmetic and Commercial Education, Director of Department of Commerce, Eastern Oregon State Normal and Pacific Union College, State of California, and Charles R. Hill, Specialist in Commercial Education, Counselor Walton School of Commerce, New York, N. Y. Cloth, 390 pages. Price, Ellis Publishing Company, Battle Creek, Mich.

Here is a text especially prepared for schools whose aim is to fit pupils for business life. Careful attention is given to the four fundamental processes, a thorough working knowledge of which is indispensable. Provision is made for drill to develop speed and accuracy, and principles are so clearly explained that they cannot fail to be understood. A noticeable feature of the work presented to students is its variety. At the end of each chapter is a series of problems and achievement tests, and pains are taken to relate the instruction to the experiences and needs that will be encountered in actual business.

The Ways of Courage. By Humphrey J. Desmond, Cloth, 209 pages. Price, B. Herder Company, St. Louis, Mo.

Asserting that "courage is the supreme quality of character," and that "there is latent in every heart more courage than we suppose," the author of "The Ways of Courage" makes the promotion of that cardinal virtue the object of a vivacious and stimulating book. Mr. Desmond is a lucid and forcible writer. A wide acquaintance with history and literature, together with long experience and observation of life, enables him to illuminate his pages with coruscations from the wisdom of the ages, adding the sparkle of a wit, the gleam of a humor and the glow of a ripe judgment which are essentially his own. Besides explaining and celebrating courage, he contributes to inspire it. His book is the product of a sane and serene philosophy in happy contrast with the pessimism of a too materialistic tune.

THE WRITING OF A DISSERTATION

(Continued from Page 414)

(d) **Encyclopedia Americana.** (1918-1920). Contains thirty volumes—stronger in recent science and technology than the others; it is kept up by a year book.

(e) **Encyclopedia Universal Illustrada Europeo-Americana.**

1. Popular encyclopedias:

a. **World Book** is of special use for children because of its simplicity and the clearness of its articles.

b. **Nelson's Perpetual Loose-leaf Encyclopedia** noted for its easy method of supplementing current events and for recording changes.

c. **Appleton's Annual Encyclopedia:** Chiefly valuable for its work on the Civil War and Reconstruction Period. Father Wynne's "Poisoning the Wells," a review of Appleton's **Universal Encyclopedia** and **Atlas** appeared in the **Messenger**, June, 1902.

2. Church Encyclopedias:

a. **Catholic Encyclopedia** includes 17 volumes; it contains a complete record of what Catholics have done in art, literature, and science. For brief biographies, portraits, and lists of articles in the **Catholic Encyclopedia** see **The Catholic Encyclopedia and its Makers**.

b. **Jewish Encyclopedia:** in 12 volumes, exceptionally good for its discussion of the Talmud.

c. **Encyclopedia of Islam**, in 3 volumes; deals with the church of Mohammed.

IV. Dictionaries:

1. Difference from encyclopedias. dictionaries treat of the word alone, as of its derivation, pronunciation, spelling, and so forth; while encyclopedias are concerned about the meaning and subject the word implies.

2. Kinds.

a. **Webster's Dictionary** (1828-1918) has long been known as the standard of the English language; it is especially noted for its clearness of definition, and it differs from all other dictionaries in its type of printing; the most useful definition is in bold face letters, and so on down until obsolescent words are in very small print.

b. **The New Standard:** the chief things against the Standard are its use of simplified spelling, phonetic symbols, and glaring inaccuracies. It gives both synonyms and antonyms of all words listed.

c. **Practical Standard Dictionary** (1922).

d. **Webster's Collegiate Dictionary** is one of the best small dictionaries; third edition, 1916.

e. **Winston Simplified Dictionary** (1927) is much cheaper than the Collegiate and may be highly recommended.

f. **Century Dictionary and Encyclopedia.** (12 vol.) Good for scientific and technical terms; well illustrated. The Names volume is a real source for proper names.

g. **New English Dictionary**—also known as **Oxford Dictionary** and **Murray's Dictionary**. Contains 3,500,000 quotations, and also all words since 1150 A. D. It is the greatest dictionary ever compiled.

h. **Littre—Dictionnaire de la langue française.**

i. **Muret-Sanders—English-deutsches und deutsch-englisches wörterbuch.** (Berlin at the Langenscheidtsche Verlagsbuch-handlung).

j. **Thesaurus Linguae latinae.**

k. **Barretti—New dictionary of the Italian and English languages.**

V. Atlases:

1. **Rand and McNally Commercial Atlas** is particularly noted for its names of shipping points; the 1922 edition contains auto trails and the 1920 census.

2. **Century Atlas:** maps small, chief value in its list of places numbering 185,000 some of which are so small that they do not even contain a Post Office.

3. **The Hammond Commercial Atlas** is similar to Rand and McNally's.

4. **Steiler's Hand Atlas** is one of the best; its special feature is that the names of places are written

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"And Jacob, arising in the morning, made a vow, saying, 'If God shall be with me, and shall keep me in the way by which I walk, and shall give me bread to eat, and raiment to put on, and I shall return prosperously to my father's house: the Lord shall be my God; and of all things that thou shalt give me, I will give tithes (a tenth) to Thee.'" (Genesis 28, 18-22.)

Later God enjoined through the Mosaic Law that the Israelites should pay tithes and first fruits in recognition of His divine sovereignty over all they had. "All the tithes of the land, whether of corn, or the fruits of trees, are the Lord's and are sanctified to Him. Of all the tithes of oxen, and sheep and goats that pass under the shepherd's rod, every tenth that cometh shall be sanctified to the Lord." These are the precepts which the Lord commanded Moses for the children of Israel in Mt. Sinai. (See Leviticus 27, 30-34.) Moreover, God promised that if the people faithfully paid their tithes He would bless and prosper them accordingly. The Divine promise is contained in the Book of Proverbs (LII, 9-10): "Honor the Lord with thy substance and give Him of the first of all thy fruits; and thy barns shall be filled with abundance, and thy presses shall run over with wine."

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in the language of the country, with English name under it; its maps are small but accurate.

Gross, T. P.—**Bibliography and methods of literary history**, Chicago, 1919. (Revised 1926) includes: Encyclopedias and dictionaries, lists of reference books, indexes to periodicals, periodical publications, containing reviews, publications of learned societies, and so forth.

The class discussions which follow our explorations in the library (as I said before, to make this work specific I assume that we are teaching students to use the library), necessitate talks on the history and progress of **The New English Dictionary**, the proposed dictionary of the American language (under the editorship of Professor Craigie), **Fowler's Dictionary of Modern Usage** (Fowler worked on the **New English Dictionary**), and so forth. Anecdotes and statistics concerning contributors or even Skeat's verses to Murray (which later proved prophetic) stimulate investigation of the N. E. Dictionary's resources. (Assignments appearing in the **Catholic School Journal** we noted earlier in this article.) A consideration of the dialects calls attention to Mencken's **American Language**, Milt Gross's grosseries, or such drolleries as **Die Schoenste Lengevitch**.

(To be Continued in March Issue)

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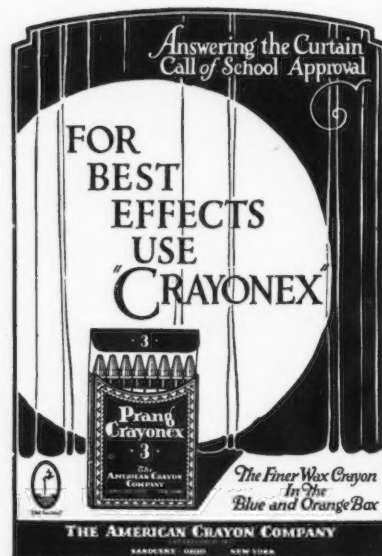
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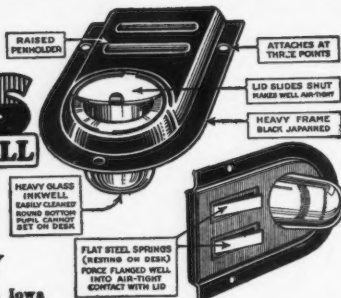
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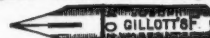
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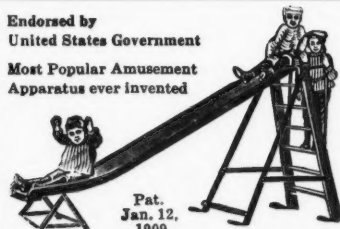
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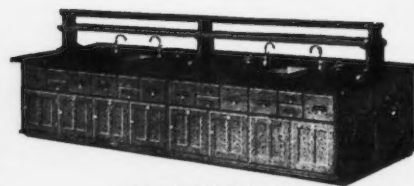
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